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ABSTRACT

In an effort to evaluate the effectiveness of the Georgia Life Skills for Mental Health Leader's Guides, a panel of 13 teachers who had used the materials was assembled. The panel members filled out extensive questionnaires assessing the educational value, communicability, motivational value, utility and format of the Guides, whose purpose is to help children from 5 to 18 cope with stress, handle major life decisions, and form more satisfying interpersonal relationships. In general, teacher's responses indicated that the Guides were very valuable as teaching instruments. Some of their suggestions for improvement were incorporating the Guides into a teacher training workshop; giving them a key topic index; and expanding the activities to include more appropriate ones for kindergarten and first grade. The complete set of evaluative materials used, including tabulated results, comprises the bulk of the document. (Author/BP)

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LIFE SKILLS FOR MENTAL HEALTH

CONSUMER EVALUATION PANEL REPORT

U.S. DEPARTMENT OF HEALTH,
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EXECUTIVE SUMMARY

A Consumer Evaluation Panel Conference was held in Macon, Georgia on October 28, 1978 for the purpose of reviewing the Georgia Life Skills for Mental Health Leader's Guides. This conference was sponsored by Research for Better Schools, Inc., as part of its continuing, comprehensive, and state-wide evaluation of the Life Skills program currently being supported by a grant from the National Institute on Drug Abuse.

Life Skills Program

The Life Skills for Mental Health program was developed and is implemented by the Prevention Unit within the Division of Mental Health/Mental Retardation, Georgia Department of Human Resources. The program is provided as a resource to the public schools throughout Georgia with the support of the State Department of Education, local school districts, and community mental health centers. Participating community mental health centers sponsor training workshops to prepare teachers to use Life Skills activities in their classrooms. As part of these workshops, teachers are trained to use the four Life Skills strategies of Listening for Feeling, Behavior Feedback, Values Clarification, and Role Playing in working with their students. The teachers are also given Leader's Guides that contain the Life Skills activities they will use in conjunction with these strategies.

The Life Skills activities are designed to help children from 5 to 18 years cope with stress, handle major life decisions, and form more satisfying interpersonal relationships. These skills are basically the same skills that many mental health professionals use and teach when they work with people in temporary crises. The distinctive intent of this program is to teach these skills as an educational experience (preventative) rather than as a therapeutic experience (curative). As a result, program recipients should be better prepared to take responsibility for their lives without recourse to drugs and alcohol. They should be able to resolve personal problems before they become crises.

The Life Skills activities are organized into four different books or Leader's Guides. There is one book for each of the four different age groups: 5 to 8, 9 to 11, 12-14, and 15-18 years. Each Leader's Guide has three major activity sections: Self, Feelings and Others. The Guides also contain an Introduction that includes an explanation of the Life Skills program and helpful notes to the teacher about using the activities reference guide; an Appendix that has stories and poems for classroom use; and an Additional Readings section.

Evaluation Panel

The Guides were a product given to the consumers (i.e., the teachers) for use in their classrooms. The panel consisted of 13 teachers from seven school systems across Georgia who participated in the Life Skills Teacher Training Workshop in 1977 and had implemented the Life Skills program in their classes. The panel met with the evaluation staff for one full day and completed an extensive packet of evaluation instruments. These instruments were designed to assess the educational value, communicability, motivational value, utility, and format of the Guides.

The evaluation packet was organized into five sections: overall program use; rationale, format, and clarity of text; activities; helpful notes; and anecdotes. After each section, the responses of individual teachers were discussed by the entire panel. The discussions were designed to be an integral part of the panel sessions.

Results

The results are presented below in summary fashion. There are five parts corresponding to the five sections of the evaluation materials packet.

The overall program use section of the evaluation packet examined how the activities were conducted. Most of the teachers used the activities more deliberately at first. Some used them as part of a research project or as an experimental mini-course. Later, the activities were used more routinely and more often at teachable moments. All the teachers kept the Guides in handy locations for ready reference. The Panel Members reached consensus on the following major issues concerning implementation of the Guides:

- The Guides should be distributed at the beginning of the training workshops, rather than after their completion.
- Trainers should provide more resource materials.
- The Guides should contain more activities.
- More help should be provided to teachers in anticipating problems they would encounter in implementing the Guides and suggestions for dealing with them. This included such concerns as: opening and closing of Life Skills activities; probing questions at the

end of activities sessions; young children copying other children's responses; exercises turning into put-downs, and reluctance of students to share feelings.

The rationale, format and clarity of the text were also assessed by the Evaluation Panel. The principal results were as follows:

- Teacher responses to the six rationale questions indicated a high agreement with the basic assumptions of the Life Skills program.
- Teachers felt that the activities were well written and that they were relevant and feasible for classroom use.
- The 5-8 and 9-11 level teachers indicated that they found the format slightly less appealing than the 12-14 and 15-18 level teachers, because they felt a need for a Keytopic Index in the Guides.

The activities section of the evaluation packet evidenced the following results from the teacher questionnaires.

- Teachers found most of the activities professionally rewarding and believed that their students genuinely liked the activities.
- The 5-8 level teachers varied the activities more than the other teachers.
- The 5-8 and 9-11 level teachers used the activities more frequently as a mini-course, while the 12-14 and 15-18 level teachers used the activities more frequently at a natural moment or as an integrated part of the subject matter or curriculum.
- The Self section of the activities is used more frequently than the Feelings and Others sections.
- The 12-14 level teachers tried the widest variety of different activities.
- The 15-18 level teachers tried the fewest variety of different activities but used them frequently.
- The 5-8 level teachers found some of the activities (e.g., writing an essay) too difficult for kindergarten and first-graders.

The helpful notes section of the questionnaire asked the teachers to indicate how much they used the suggestions printed at the beginning of the Guides. The responses indicated that the teachers don't always post rules, discuss the activity before starting, or conclude with a summary activity. The responses did indicate, however, that all teachers use the activities frequently.

In the anecdotes section of the evaluation packet, the teachers reported several effects they believed the Life Skills activities had on the students. All of the effects reported were positive. Some of the effects mentioned were: improved self-concept, better relations with teachers and other students, and the acquisition of more respect for other people. More observable effects were fewer discipline problems, more cooperative and attentive behavior, and enhanced vocabulary skills. One very important classroom effect reported was that the students became more open and trusting. They became more willing and better able to articulate their feelings. The teachers, in turn, developed a more personal relationship with them.

Conclusions and Implications

The basic evaluation concerns of the Evaluation Panel were to assess the educational value, communicability, motivational value, utility, and format of the Guides. Upon analysis of the panel's results, it becomes clear that these concerns were met.

The responses of the teachers indicated that the Guides were very valuable as a teaching instrument. The teachers had all read the Guides and used many of the activities. They all kept their Guides in accessible locations. The positive effects reported in the questionnaires and during the discussions indicated that the teachers all believed the Guides have great educational value.

The results of the Evaluation Panel showed that the Guides have communicated the purpose and design of the activities to the teachers. Many of the problems reported were related to the training and not to the Guides. These problems point to the need for changes in training to be considered by the Life Skills staff. Other problems in implementation seem to have occurred principally because the suggestions stated in the Helpful Notes section of the Guides were not always followed.

The results of the panel indicated that the teachers recognized a need for Life Skills activities in the classroom and were very motivated by the Guides to try them. Many of the problems they had in implementing the activities were unrelated to either the Life Skills training or to the Guides. The teachers felt there was often not enough time for the activities or that their subject matter (e.g., math) precluded using Life Skills. Frequent use of the activities, however, might result in better integration with any subject.

The utility and format of the Guides were considered excellent, but it was felt that a Keytopic Index was needed. This would help teachers quickly locate activities that deal with similar issues.

In reviewing the results of all areas examined by the panel, the following recommendations were found to be the most important as outcomes of the panel session:

- The Guides should be incorporated into the training workshop.
- The Guides should have a Keytopic Index.
- The number of activities in the 5-8 level Guide should be expanded to incorporate more activities appropriate for kindergarten and first-graders.

Overall, the Consumer Evaluation Panel session proved to be a very worthwhile evaluation effort. The results have been summarized and presented to the Life Skills staff. The suggested changes in the Guides and in the training have also been communicated. The teachers' overall reaction to the Life Skills program was very positive and their remarks were thoughtful, concrete, and useful. If these teachers are typical of teachers trained in Life Skills, the training and the Guides have been very successful at presenting the program.

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I. INTRODUCTION

This report presents the results of the Consumer Evaluation Panel Conference held in Macon, Georgia on October 28, 1978 for the purpose of providing a critical review of the Georgia Life Skills for Mental Health Leader's Guides. Research for Better Schools, Inc. assembled and evaluated this Panel Conference.

Purpose of Evaluation

The Leader's Guides are part of a primary prevention program for alcohol and drug abuse operating on a statewide basis throughout Georgia. Research for Better Schools, Inc. (RBS), under a grant from the National Institute on Drug Abuse, is conducting a comprehensive, independent three-year evaluation study of this Georgia Life Skills for Mental Health program.

There are two principal objectives of the overall evaluation study:

1. To perform an intensive and rigorous process evaluation of the Life Skills program that will:
   a. describe and assess the implementation of the Life Skills program plan.
   b. provide ongoing feedback to program staff as the basis for conceptual and operational programmatic changes.
   c. establish a context for interpretation of the outcome evaluation.
2. To perform an intensive and rigorous outcome evaluation of the Life Skills program that will:
   a. assess the effectiveness of the program for participating teachers.

b. assess the effects of the program on participating students.

The Consumer Evaluation Panel and its associated activities are part of the RBS process evaluation component of the overall study.

Overview of Life Skills Program

The Life Skills for Mental Health program was developed and is being implemented by the Prevention Unit within the Division of Mental Health/Mental Retardation, Georgia Department of Human Resources (DHR). The program is provided as a resource to the public schools with the support of the State Department of Education, local school districts, and community mental health centers (CMHCs).

The program delivery system is such that it involves a training of trainers process whereby a state training team representing DHR conducts an annual set of workshops for the purpose of preparing and training a number of CMHC teacher training teams. These community mental health center teams, in turn, conduct their own training of teachers workshops with various school districts and other educational agencies throughout Georgia. This is done to help interested teachers understand the basic concepts of the program and implement the Life Skills activities in their classes.

As part of these workshops, teachers are trained to use the four Life Skills strategies of Listening for Feeling, Behavior Feedback, Values Clarification, and Role Playing in working with their students. The teachers are also given Leader's Guides that contain the Life Skills activities they will use in conjunction with these strategies.

The Life Skills activities are designed to help children from 5 to 18 years cope with stress, handle major life decisions, and form more satisfying interpersonal relationships. Mental health professionals use and teach basically these same skills when they work with people in temporary crises. The intent of the Georgia Life Skills for Mental Health program is to teach these skills as an educational experience (preventative) rather than as a therapeutic experience (curative). As a result, program recipients should be better prepared to take responsibility for their lives without recourse to drugs and alcohol. Personal problems should be able to be resolved before they become crises. The Life Skills activities are contained in the Leader's Guides. The purpose of the Consumer Evaluation Panel Conference was to review these guides critically.

Life Skills Leader's Guides

All of the Life Skills activities are organized into four different Leader's Guides. There is one guide booklet for each of the four different age groups: 5-8 years, 9-11 years, 12-14 years, and 15-18 years. Each Leader's Guide has three major activity sections or parts: Acceptance of Self and Others (to help young people become more accepting of themselves and the significant people with whom they come in contact); Feelings (to help young people be more accepting of all feelings); and Being with Others (to help young people form more satisfying personal relationships with significant others).

Each of these major sections (Self, Feelings, and Others) contains several activities. For instance, under the Acceptance of Self and Others section is an activity on "to feel better about self as an individual with talents and personal qualities that are valuable." Each activity is introduced by a statement of the goal and general objectives for that activity. Concept and purpose statements are also listed. The activities, themselves, include class discussion, role playing, and simple exercises that do not require the purchase of extra materials.

In addition to these three main activity sections, the guides contain an introduction; an appendix; and an additional readings section. The introduction explains the Life Skills program, gives helpful notes to the teachers about using the activities, and contains an activities reference guide. The appendix contains stories and poems for classroom use, while the additional reading section lists several strategy "how to" books, associated programs and curricula, as well as several background reading books in affective developmental education.

II. EVALUATION PANEL

The Evaluation Panel was devised to evaluate the Life Skills Leader's Guides. The Guides were essentially a product given to the consumers (i.e., the teachers) for use in their classrooms. The panel consisted of 13 teachers who participated in the Life Skills Teacher Training Workshop in 1977 and who are now using the Leader's Guides in their classrooms.

Objectives

The general objective of the Evaluation Panel was to assess the overall quality and usefulness of the Life Skills Leader's Guides. The basic evaluation concerns were:

1. Educational Value - the value of the Guides as a teaching instrument.
2. Communicability - how well the Guides communicated the purpose and design of the activities to the teachers.
3. Motivational Value - how well the Guides motivated the teachers to try the activities.
4. Utility - how useful the Guides were in implementing the Life Skills program in the classroom.
5. Format - how successful the arrangement of the Guides was.

Four strategies (Listening for Feeling, Behavior Feedback, Values Clarification, and Role Playing) were taught during the teacher training workshops. The Leader's Guides were given to the teachers after the workshop. The Guides contained several activities the teachers could conduct in the classroom using the four strategies they were taught. The Evaluation Panel focused on the Guides, not the training, but did try to determine to what extent the teachers connected the four strategies with the activities in the Guides.

Composition of Panel

The Evaluation Panel included 13 teachers from seven school systems across Georgia. Represented on the Panel were three men and ten women. Subject/speciality areas included early childhood, special learning disabilities, gifted children, math, English, art, choral music, science and social studies. Frequency distributions for age, education, and years experience are presented below.

Age:	under 25	2
	25-34	8
	35-45	3
	over 45	0
Education:	B.A.	6
	B.S.	3
	M.A.	2
	M.Ed.	2
Years Experience:	less than 3 years	7
	between 4 and 10 years	3
	greater than 10 years	3

All of the panel members were trained between September 1977 and March 1978. These members had originally decided to participate in the Life Skills training for a variety of reasons including: because it seemed interesting, for self-growth, for help with teaching, for staff development and college credit, because it was free, because release time was provided, and/or because their principal asked them to attend.

The Panel Members represented each age group of the guides. Four teachers evaluated the 5-8 years Guide; three evaluated the 9-11 years Guide; three, the 12-14 years Guide; and three, the 15-18 years Guide. The panel met from 10:00am to 4:00pm and completed an extensive packet of evaluation instruments that covered all sections of the Leader's Guides.

Panel Questionnaires and Instruments

Three different types of instruments were used: open-ended questions; questions requiring Likert-type responses (categorical responses rating a statement from, for example, 1 - "strong disagreement" to 5 - "strong agreement"); and an instrument that required listing the activities they have used and evaluating them with a set of seven questions. There was also a questionnaire used to obtain background information about each panel member.

The evaluation packet was organized into five sections:

1. Overall Program Use - six open-ended questions.
2. Rationale, Format, and Clarity of Text - six Likert-response questions about rationale, ten Likert-response questions about format, and eight Likert-response questions about the clarity of the text.
3. Activities - the teachers were asked to list activities they had used in the classroom and to evaluate them with seven questions.

4. Helpful Notes - there were nine Likert-response questions about the suggestions provided at the beginning of the Guides.

5. Anecdotes - five open-ended questions to learn about specific incidents the teachers experienced while using the Guides.

After each section, the teachers' responses were discussed by the entire panel. After the Activities section, the teachers were asked to complete the sentence "I learned..." with as many statements as possible. The discussions were very informative. The complete packet of evaluation materials, with the tabulated results of all panel members, appears in the Appendix.

III. RESULTS OF EVALUATION PANEL

The tabulated results of the panel meeting are presented in the Appendix. Descriptive statistics, means and standard deviations, were computed for the Likert-responses. All open-ended responses were recorded. The results are presented by age level of the guide and then summarized for all levels. For more detailed information and to understand the results better, the reader should refer to the Appendix.

The Appendix contains the tabulated results of the evaluation panel materials. It is broken down into five major sections: Level 5-8, Level 9-11, Level 12-14, Level 15-18, and the All Levels section. The All Levels section is a summarized version of all four levels. However, it makes occasional reference to the individual sections where more specific information is necessary. Each of the five major sections is further delineated as follows: background information; overall program use, rationale; format; clarity of the text; activities; helpful notes; anecdotes; and "I learned" statements.

The results are summarized and presented below for each of these subsections of the Appendix that correspond to sections of the evaluation materials packet.

Overall Program Use. Most of the teachers used the activities more deliberately at first. Some used them as part of a research project or as an experimental mini-course. Later, the activities were used more routinely and more often at teachable moments. All the teachers kept the Guides in handy locations, The problems encountered in implementing the Guides were varied: problems with opening and closing the activities; needing some "probing" questions for the end of the session; young children copying other children's responses; exercises turning into put-downs; and reluctance to share feelings. The teachers felt they needed help in anticipating standard problems they would encounter and suggestions for dealing with the problems.

All the teachers, however, were very positive about the overall benefits of the activities. They stated that the activities were fun and a very useful way to get to know their students. After the activities have been used the students are more open and willing to share their feelings. They are also more accepting of others and their feelings and differences. The activities helped build the individual student's self-concept and confidence.

Rationale. The questions in this section assessed the extent to which the teachers agreed or disagreed with the basic assumptions of the Life Skills program. The mean scores are presented in the Appendix. They indicate a high extent of agreement with all of the assumptions except for Question 6, "What I do with Life Skills in the classroom is different from what counselors do with individual students." The overall mean score, 3.54, is lower because many of the teachers selected either 2 (disagree) N = 2, or 3 (no opinion) N = 7. All of the 5-8 level teachers responded with 3. The teachers who selected 3 as an answer to Question 6 indicated they did not know what counselors do.

Format. In this section, the overall mean responses (from 5 - very appealing to 1 - very unappealing) ranged from 2.46 to 4.62. The 5-8 and 9-11 level teachers had mean responses indicating they found the format slightly less appealing than the teachers using the two higher levels. The discussion with the teachers indicated that most of their lower responses were because they felt the need for a Keytopic Index. One of the 5-8 level teachers pointed out that the Guides, although very useful and quite adequate, were competing in format with more polished and sophisticated textbooks and curriculum guides put out by commercial publishers.

Clarity of the Text. The overall mean responses to the questions in this section were all above 4.00. This indicates that the teachers felt that the activities were well written and that they are relevant and feasible for use in the classroom. One question was concerned with the relation between the four Life Skills strategies and the activities. The responses indicated that the teachers felt that this relationship was clear. Some comments indicated that there was a need for some suggestions for bringing the Life Skills activities to a close.

Activities. This section examined both the activities in the Guides as well as the use of the four Life Skills strategies learned during the training workshop. The first question in this section required the teachers to rank the four Life Skills strategies in importance. The overall mean rankings indicate that Listening for Feeling was ranked most important followed in order by Behavior Feedback, Values Clarification, and Role Playing. Examination of the results by age level indicates that this pattern is strongest at the two lower age levels. Apparently, Role Playing is judged more important at the higher age levels. Responses to the question on frequency of use of each of the Life Skills strategies would seem to belie this conclusion, however, because Values Clarification is used less frequently than Role Playing for all levels except 12-14. Listening for Feeling is most frequently used for all age levels followed by Behavior Feedback.

This apparent contradiction can be explained by the fact that Listening for Feeling and Behavior Feedback can be applied to almost all activities, while Values Clarification and Role Playing usually apply only to a restricted subset of activities. It is also easier to use Listening for Feeling and Behavior Feedback without using a deliberate activity and, therefore, this also contributes to their being used more frequently.

The next part of the Activities section requested the teachers to list ten to fifteen activities they had tried from the Guides. The activities tried were to be grouped into three types, corresponding to those in the Guides: Self, Feelings, and Others. After the activities were listed, the teachers filled out several columns by following seven steps. As the steps were rather complex, the complete instructions that were given are presented here in Figure 1 on the pages which follow.

The respondents for all the age levels listed more activities in Self than for Feelings or Others. The middle school teachers (12-14 Guide) tried a greater variety of activities; the 15-18 teachers tried the least variety of activities. An examination of responses in the second column, however, indicates that the 15-18 teachers used the activities (especially the Feeling activities) more frequently. This could

Figure 1

ACTIVITIES - EVALUATION PANEL

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide ____________________

	ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	S
Self								
Feelings								
Others								

ACTIVITIES - EVALUATION PANEL

Directions: The following steps are to be followed for each activity listed. Complete one column for all listed activities before beginning the second column.

STEP ONE - In the first column, marked F:

Write the letter D if you use this activity daily.
Write the letter W if you use this activity weekly.
Write the letter M if you use this activity monthly.
Write the letter I if you have used this activity less frequently.

STEP TWO - In the second column, marked M/N/I:

Write the letter M if you taught this activity as a part of a special, separate mini-course. You may have begun the day, or filled in an extra 30 minutes with it, or you do an activity at the end of lunch every day, etc.

Write the letter N if you taught this activity at a natural or teachable moment. This most often would occur when something happens in class that is related to one of the topics/activities in the Guide.

Write the letter I if you taught this activity as an integrated part of some subject. This would require structuring the activity so that the context of a lesson (e.g., history) and the process of the activity were integrated (e.g., how would you have felt as a member of Nixon's cabinet).

STEP THREE - In the third column, marked L-D:

Write the letter L after those activities that your students particularly liked.

Write the letter D after those activities that your students particularly disliked.

STEP FOUR - In the fourth column, marked +/-:

Write a + after an activity that you found to be professionally rewarding.

Write a - (negative) after an activity that was frustrating, threatening or problematic for you.

STEP FIVE - In the fifth column, marked V:

Write the letter V after those activities for which you have your own variation. This means you have changed some aspect of the activity to suit your class or subject area.

STEP SIX - In the sixth column, marked 1 - 5:

Rank from 1 to 5 your most favorite activities. Write the number 5 by the activity that you like the most, then write the number 4 by your next most favorite activity, and so on until you have ranked your 5 most preferred activities.

STEP SEVEN - In the seventh column, marked S:

Write the letter S after an activity that you have shared with another teacher. By shared we mean that you talked about your experience in using the activity.

possibly be explained by the fact that a high school teacher can use the same activity a number of times, because he/she may teach four or five different groups of students.

The third column indicates whether each activity was taught as a mini-course, at a teachable moment, or as an integrated part of some subject. The 5-8 level and 9-11 level teachers used the activities much more frequently as a mini-course. The teachers who used the 12-14 and 15-18 level Guides used the activities more frequently at a natural moment or as an integrated part of a subject. There wasn't much difference in the third column responses between the Self, Feelings, and Others activities at the 9-11, 12-14, and 15-18 levels. At the 5-8 level, however, all the Self activities were used as a mini-course. During the discussion, all the 5-8 level teachers indicated that they used a number of Self activities at the beginning of the school year so they could get to know their students.

The third and fourth steps in this section required the participants to indicate whether their students liked or disliked each activity and to mark whether the activity was professionally rewarding or somewhat frustrating to them personally. The responses at all levels and for the Self, Feelings, and Others sections indicated that the majority of the students liked the activities and that most of the activities were professionally rewarding to the teachers.

The fifth step was to indicate activities for which the teachers developed their own variations. There was a difference between the way the 5-8 level teachers responded and the way the rest of the teachers answered. At least one 5-8 level teacher varied 2/3 of the activities listed. All four of the 5-8 level teachers had variations for several of the activities. At the other age levels, only about 1/3 of the activities had been varied and most of those by only one teacher. The 5-8 level teachers stated that they varied many activities because the ability of their students to read and write was not at a level appropriate to that called for in these activities.

The sixth step was to rank their five most preferred activities. Examination of the results indicates that the 5-8, 9-11, and 15-18 level teachers all preferred Self activities. The 12-14 level teachers preferred Feelings activities.

The final step in the Activities section was to mark which activities had been shared with other teachers. The three lower level teachers shared activities more frequently than the 15-18 level teachers. The Self activities (especially the All About Me Folder) were shared most frequently by the 5-8 level teachers.

After the teachers had finished the seven steps of the Activities section, they were then asked to complete the statement, "I learned..." with as many thoughts as they could. Their responses are included in the Appendix. They will not be addressed here except to state that all were positive and very personal. Many, however, were reactions to the Evaluation Panel experience itself (e.g., "I learned I don't do these activities as often as I should.").

Helpful Notes. This section of the questionnaire asked the teachers to indicate how much they used the suggestions printed at the beginning of the Guides. The responses were very similar for all levels with one exception, the 12-14 level teacher responses to the first question. This first question asked "To what extent do you spend at least one-half hour on an activity?" While most of the teachers at all levels indicated that they did so at least occasionally, two of the 12-14 level teachers marked "Never" and "Seldom." Other responses indicated that the teachers don't always post rules, discuss the activity before starting, or conclude with a summary activity. They tended more often to participate with the students, allow questions and time for discussion, and tell the students they may pass rather than respond if they wish. The results to the last question, "To what extent do you use Life Skills activities in some way in your classroom?", indicates that all the teachers use the activities quite frequently (overall $\overline{x} = 4.0$).

Anecdotes. This section of the questionnaire was included to learn about specific incidents the teachers had experienced while using Life Skills activities. There were five open-ended questions: three questions asking the teachers to describe occasions when an activity was used as a mini-course, at a teachable moment, and as part of a lesson plan; one question about the effects one or more activities had on the class; and one question about what changes were recommended for the Guides. The written responses are reported by age level in the Appendix. All answers to the last question about the recommended changes in the Guides were included in the Evaluation Report for the Training of Trainers Follow-up Workshop held November 13 and 14 at Unicoi State Park, Georgia. (See Conclusions and Implications Section for summarized report.)

The responses to the first question indicated that the teachers frequently use the Life Skills activities as a mini-course so they can learn more about the students and so the students can learn more about themselves. The mini-course format was also used to discuss family relations.

The activities were often used at teachable moments following conflicts or emotional outbursts. Teachers also reported using the activities when classroom communication breaks down or when school rules are broken.

Life Skills activities were often integrated with language activities (e.g., vocabulary enhancement - listing "feeling" words). There were not as many responses to the third question about integrating the Life Skills activities with regular lessons as there were to the other questions in the Anecdotes section.

The teachers reported several effects which the Life Skills activities seemed to have had on their students. All of the effects reported were positive. Some of the effects mentioned were: improved self-concept, better relations with teachers and other students, and the acquisition of more respect for other people. Several more observable effects included: fewer discipline problems, more cooperative and attentive behavior, and enhanced vocabulary skills. Another very important classroom effect reported was that the students seemed to become more open and trusting as a result of the Life Skills program. They became more willing and better able to articulate their feelings. Therefore, the teachers tended to develop a more personal relationship with them.

IV. CONCLUSIONS AND IMPLICATIONS

This document has summarized the results of an Evaluation Panel of thirteen teachers who met to fill out an evaluation questionnaire and discuss the Life Skills Leader's Guides. There have been, to date, over 800 teachers trained in Life Skills. This study sampled only the teachers trained during the first year and, because of the high cost involved, only a small sample could be involved. Every attempt was made to insure the representativeness of this sample, however. While it is difficult to generalize from such a small sample, many of the problems mentioned and the reported effects of the activities are of such nature that they can be assumed to be typical of all teachers using the Guides.

The basic evaluation concerns for the Panel were to assess the educational value, communicability, motivational value, utility, and format of the Guides. An analysis of the Evaluation Panel's results demonstrates that these concerns were effectively addressed.

Conclusions

The responses of the teachers indicated that the Guides were very valuable as a teaching instrument. The teachers had all read the Guides and used many of the activities. They all kept their Guides in accessible locations. All the teachers agreed that they wanted even more activities. The positive effects reported in the questionnaire and during the discussions indicated that the teachers all believed the Guides have great educational value.

The results of the Evaluation Panel showed that the Guides adequately communicated the purpose and design of the activities to the teachers. Many of the problems reported were related to the training and not to the Guides. These problems point to the need for changes in training to be made by the Life Skills staff. Other problems in implementation seem to have occurred principally because the suggestions stated in the Helpful Notes section of the Guides were not always followed. For example, it is recommended that the material should be used regularly and frequently and that a list of rules should be posted. While the results indicated that the materials were indeed used frequently, they also indicated that rules were not always posted.

The third evaluation concern was the motivational value of the Guides. The results of the Evaluation Panel indicated that the teachers recognized a need for Life Skills activities in the classroom and were very motivated by the Guides to try them. Many of the problems they had in implementing the activities were unrelated to either the Life Skills training or to the Guides. The teachers felt there was often not enough time for the activities or that their subject matter (e.g., math) precluded using Life Skills. It is felt, however, that frequent attempts to use the activities would result in better integration with any subject matter.

The utility and format of the Guides were considered quite good with one exception. It was felt that a Keytopic Index was needed. While the teachers felt that the format of the Guides was completely adequate, one teacher pointed out that the Guides are competing with more colorful and more expensive curriculum materials put out by commercial publishers.

The pattern of results indicated that there was not much variation in responses between age levels. There were a few differences, however. The 5-8 level teachers felt some activities (e.g., writing an essay) were too difficult for their kindergarten and first-graders.

Recommendations

Questionnaire completion and discussion during the Evaluation Panel session was structured and lengthy. Answers to most of the questions were discussed thoroughly. Almost all of the responses and comments could be classified into three categories: comments and suggestions related to the use of the Guides during training; comments and suggestions regarding just the Guides; and comments and suggestions about implementing the Guides in the classroom.

Conclusions drawn from the results of the Evaluation Panel session point to a number of recommendations for program staff and trainers. Principal among these with regard to the Leader's Guides, are the following:

- The Guides should be incorporated into the teacher training workshop.
- The Guides should have a Keytopic Index.
- The number of activities in the 5-8 level Guide should be expanded to incorporate more activities appropriate for kindergarten and first grade.

These recommendations relating specifically to the Guides, as well as other recommendations based on results of the panel's responses, comments, and suggestions were communicated to the Life Skills Program staff in the form of meetings and informal discussions and to the trainers in the form of the "Evaluation Report for the Training of Trainers Follow-up Workshop." The handout of the Evaluation Panel Report for the Training of Trainers Workshop held on November 13 and 14 of 1978 at Unicoi State Park, Georgia appears on the following page.

Closing Remarks

The Consumer Evaluation Panel Conference has proven to be a very worthwhile evaluation effort. The results have been summarized and presented to the Life Skills staff. The suggested changes in the Guides and in the training have also been communicated. The overall teacher reactions to the Life Skills program were very positive and their remarks were thoughtful, concrete, and useful. If these teachers are typical of teachers trained in Life Skills, then the training and the Guides would appear to have been very successful at presenting the program.

EVALUATION REPORT for TOT Follow-Up Workshop, November 13-14, Unicoi State Park

Georgia Life Skills for Mental Health Evaluation Project
Research for Better Schools, Inc.

On Sat., October 28, 1978, we held an Evaluation Panel Review in Macon,Ga. We invited 14 teachers who had been trained in Life Skills last year. We asked them for an extensive review of the Leader's Guides. Here are some specific suggestions they had.

1. They asked that the Guides be handed out at the beginning of the training sessions. They felt that this was particularly important when classroom time occurs between training sessions.
2. They wanted to use more activities from the Guides during the training sessions so they can see them in action. This also gives the teachers a chance to try the activities either during the training sessions or in intervening classroom time.
3. They felt the need for a Keyword Index. This has nothing to do with the training sessions, of course. It is mentioned so that you can tell them that the Life Skills staff is aware of the problem.
4. They wanted more activities. Perhaps you could stress that the Guides are just a beginning--encourage the teachers to make up and try their own activities--or to consult the extra readings in the Appendix for other activities. A Newsletter has been proposed--you might give it a "plug" during the training sessions.
5. Some teachers felt that the 5-8 level Guide had too great a span. Some of the activities (e.g., writing an essay) were too hard for K and 1st graders. Primary grade teachers might be alerted to this problem and urged to contribute their own activities to the Newsletter.
6. The teachers wanted to go over the Guides during the training sessions. The Helpful Hints part might be good for this--it has ideas for opening and closing Life Skills activities and general guidelines for use in the classroom.
7. The teachers wanted some examples of "probing" questions they could use at the end of sessions--and they wanted to see the questions in action so they could "model" the trainers' behavior.
8. The teachers wanted the trainers to bring any materials they had to the sessions so they could look them over--i.e., they wanted the trainers to share resources.
9. The teachers felt they needed help in anticipating problems they would encounter and suggestions for dealing with the problems. Sample problems were: young children copying each other--e.g., they all "feel sad"; exercises turning into put-downs; children giggling etc. when other children share their feelings; occasions when behavior feedback doesn't work.

Our evaluation is attempting to gain information for feedback to the Life Skills staff. Are there any areas of information you are interested in?

APPENDIX

Evaluation Panel Material
with Tabulated Results

TABULATED RESULTS
OF LEVEL 5-8

5 - 8

EVALUATION PANEL

LIFE SKILLS FOR MENTAL HEALTH PROGRAM

October 28, 1978

Macon, Georgia

Name ______________________ Sex 4 - F

Address (Business) ______________________

______________________ Phone: ______

(Home) ______________________

______________________ Phone: ______

School System Bibb County 11 Butts County Spalding

Subject/Specialty Area E. Childhood Teacher, E. Childhood

Grade Level K, 2,2,1

Levels of Leader's Guide Used 5-8

Age 1 under 25 3 25-34 ____ 35-45 ____ over 45

Education MA, BA, MA, B.S. degree

Years Experience in Present Field 1,3,7,6

Date Trained in Life Skills Program 9/77, 9/77, 1-2/78, Spr. 78

Where Trained in Life Skills Program Macon, Macon, Jackson, Griffin

Why did you decide to participate in the Life Skills Training?

chosen by principal 11, sounded interesting-free, SDU credit, release time, helpful w/kids, college credit.

> Your cooperation and participation in this Panel session is greatly appreciated. The views and opinions of the practitioners in education are critical to the implementation of any innovative program. Your involvement in this effort at evaluation of the Life Skills Guides will provide information essential to the future quality and utility of the Guides.

I. OVERALL PROGRAM USE

(1) How did you initially use the Life Skills Activities Guides in the classroom?

- initially for res. project.
- twice a week for 30 minutes - unsure

Started w/Part I and later developed implementation unit and these activities while adding activities of her own.

Spent 30 minutes working on Life Skills, went through Guide while planning.

(2) How do you use the Guides now in the classroom?

- don't use it formally as much now but still use many activities.
- primarily for reference - read stories and poems.
- use Guide to aid in teaching sharing, taking turns, rules for school, etc. Haven't developed any more implementation units.

Try to use 4 L.S. strategies in daily living use Guide as place to get basic ideas.

(3) Where do you keep your copy of the Guides?

desk at school
in classroom
in briefcase
desk at school

(4) What kinds of problems have you encountered in implementing the Guides?

- need more activities.
  some activities hard for K and 1st grade children
  age span of 5-8 level too great.

- more activites needed, not always easy to find materials.
- young children don't write essays-some expressions not understood
  films not always available.
- children sometimes did not really "feel". Sometimes hard for her, as teacher to keep from judging the children's answers.

(5) What.have been the reactions of students, parents and other teachers to your use of the Guides?

- students liked it
  parents didn't know
- students eager, enthusiastic; other teachers interested.
- kids love it-no reactions from parents and other teachers.
- children very interested - all teachers had participated in program - it was a good experience for all.

(6) How would you evaluate the overall benefits derived by students from the activities in the Guides?

- students feel better about themselves; this has high correlation w/academic success.
- great benefit to students - they need to express their feelings and emotions.
- children are aided in realizing it's okay to express feelings; also helps them decide on ways they will react to daily life - kids need guidance in appropriate behavior development - activities help.
- Had fun. Learned to really listen and not put other kids down. Realized they were unique and special.

II. RATIONALE

Directions: This section of the questionnaire asks you to indicate the extent to which you agree or disagree with various basic assumptions upon which this program is based. Circle the number indicating your opinion.

5 = strongly agree, 4 = agree, 3 = no opinion, 2 = disagree,
1 = strongly disagree

1. The school is a partner in fostering a child's total growth (i.e., emotional as well as cognitive).
Comments:

5 4 3 2 1
(4)
X = 5.0
s.d. = 0

emphasize partner-too often
teacher expected to do everything, some children are touched,
loved, and listed to at school only.

2. It is appropriate to spend time during the school day to help kids learn about themselves and explore situations they are likely to face in life.
Comments:

5 4 3 2 1
(4)
X = 5
s.d.= 0

3. The rapid change and high mobility in our society has made it difficult for young people to understand themselves and others and to develop a clear set of values.
Comments:

5 4 3 2 1
(4)
X = 5
s.d.= 0

Peer pressure
lack of family life.

RATIONALE (continued)

4. Many young people have a hard time understanding or expressing their feelings productively.
Comments:

5	4	3	2	1
(3)	(1)			

X=4.75
s.d.= .5

5. It is important for kids to respect the needs and feelings of others as important and to develop satisfying interpersonal relationships.
Comments:

5	4	3	2	1
(4)				

X = 5.0
s.d.= 0

6. What I do with Life Skills in the classroom is different from what counselors do with individual students who have problems.
Comments:

5	4	3	2	1
		(4)		

X = 3
s.d. = 0

2 - not familar w/what counselors do
I have no idea what counselors do
I don't know?

III. FORMAT

Directions: On the scale pertaining to each statement, circle the number which indicates your opinion. The middle number is a neutral response.

1. How artistically appealing is the Guide to you?
   Comments:

   5 4 3 2 1
   very appealing — very unappealing
   (3) (1)
   X=2.75
   s.d.= .5

2. How well do you think the various sections of the Guide fit together?
   Comments:

   5 4 3 2 1
   very well — not well at all
   (3) (1)
   X=3.75
   s.d.= .5

3. How easy is it for you to find activities you want in the Guide?
   Comments:
   Need index
   activities could be listed in content

   5 4 3 2 1
   very easy — very difficult
   (2) (2)
   X=2.5
   s.d.= .58

4. How appropriate do you find the order of presentation of materials in the Guide?
   Comments:

   Part 2 first, then 1, then 3

   5 4 3 2 1
   very appropriate — very inappropriate
   (3) (1)
   X=3.25
   s.d.=1.5

5. How useful do you find the Guide's Table of Contents in finding areas you wish to use?
   Comments:

   Needs index

   5 4 3 2 1
   very useful — not useful at all
   (1) (2) (1)
   X=3.0
   s.d.= .82

FORMAT (continued)

6. How important do you consider the graphic illustrations to the Guide's use?
Comments:

5	4	3	2	1
very important				very unimportant
		(1)	(3)	

X=2.25
s.d.= .5

7. How useful do you find the Helpful Notes Section of the Guide?
Comments:

5	4	3	2	1
very useful				not useful at all
(3)	(1)			

X=4.75
s.d.= . 5

8. How useful do you find the Additional Readings section of the Guide?
Comments:
haven't used it yet, glad they were there - didn't refer to them at the time but will later.

5	4	3	2	1
very useful				not useful at all
(1)	(1)		(2)	

X=3.25
s.d.=1.5

9. To what extent do you think the activities fall under appropriate categories (i.e., self, others, feelings)?
Comments:

5	4	3	2	1
very appropriate				very inappropriate
(2)	(1)	(1)		

X=4.25
s.d.= .96

10. To what extent are the goals and objectives of each section helpful to you in understanding each section?
Comments:

5	4	3	2	1
very helpful				not helpful at all
(2)	(2)			

X=4.5
s.d.= .58

IV. CLARITY OF THE TEXT

Directions: On the scale pertaining to each statement, circle the number which indicates your opinion. The middle number is a neutral response.

1. How well does the Guide explain the purposes of the various activities?
Comments:

5	4	3	2	1
very well				very poorly
(3)	(1)			

X=4.75
s.d.= . 5

2. How adequately do instructions for the various activities prepare you and the students for the Life Skills experiences you use?
Comments:

5	4	3	2	1
very adequately				very inadequately
(3)		(1)		

X=4.5
s.d.=1.0

3. How would you rate activity instructions in helping carry out the Life Skills experiences you choose?
Comments:

5	4	3	2	1
very high				very low
(3)		(1)		

X=4.5
s.d.=1.0

4. How would you rate activity instructions in helping to bring the Life Skills experiences to a close?
Comments:

5	4	3	2	1
very high				very low
(3)			(1)	

X = 4.25
s.d. = 1.5

CLARITY OF THE TEXT (continued)

5. How feasible are the activities in the Guide for you to conduct in your classroom (e.g., the need for special props or groupings would decrease feasibility)?
Comments:

5 — 4 — 3 — 2 — 1
very feasible ... very infeasible
(1) (3)
X=4.25
s.d.= .5

6. How relevant are the activities in the Guide for the needs and interests of your students?
Comments:

5 — 4 — 3 — 2 — 1
very relevant ... very irrelevant
(3) (1)
X = 4.75
s.d. = .5

7. How appropriate are the activities to the developmental level of your students (e.g., too advanced reading level for your students decreases your rating of appropriateness)?
Comments:

5 — 4 — 3 — 2 — 1
very appropriate ... very inappropriate
(1) (3)
X = 2.5
s.d. = 1.0

8. How clear is the relationship between the four Life Skills strategies (Listening for Feeling, Behavior Feedback, Values Classification, Role Playing) and the activities presented in the Guide?
Comments:

5 — 4 — 3 — 2 — 1
very clear ... very unclear
(2) (2)
X = 4.5
s.d. = .58

V. ACTIVITIES

A.

1. How would you rank the importance of each of the Life Skills strategies listed below insofar as their use in the classroom is concerned? (rank 1-4, with 4 being most important)

		1	2	3	4
Listening for Feeling	X=3.75 s.d.=.5			(1)	(3)
Behavior Feedback	X=2.75 s.d.= .5		(1)	(3)	
Values Clarification	X=2.5 s.d.=1.0		(3)		(1)
Role Playing	X=1 s.d.=0	(4)			

2. How would you rate your frequency of use of each of the Life Skills strategies?

	Never 1	Seldom 2	Occassionally 3	Frequently 4	Continually 5	
Listening for Feeling				(4)		X=4 s.d.=0
Behavior Feedback			(1)	(3)		X=3.75 s.d.= .5
Values Clarification			(4)			X=3 s.d.=0
Role Playing			(3)		(1)	X=3.5 s.d.=1.0

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 5-8 years SELF 4 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
4	Self	All About Me Folder p. 17	D M W=1 I=3	M=4 N I	L=4 D	+=4 -	4	1,5;5,1	SSSS
2		VIP Week p. 17	D M W=1 I=1	M=2 N I	L=2 D	+=2	11		
2		Why I like Being Me p. 18	D M=1 W I=1	M=2 N I	L=1 D=1	+=1 -	11	1	
3		Name Tag p. 18	D M W I=3	M=3 N I	L-3 D	+=3 -	111	4,3	SSS
3		Is Anyone Like Me p. 19	D M W I=3	M=3 N I	L=3 D	+=3 -	1	2,4	SS
2		I am Always Changing p.19	D M W I=2	M=2 N I	L=2 D	+=1 -=1		3	S
2	Feelings	Unique Me	D M=1 W I=1	M=2 N I	L=2 D	+=2 -	1	2	
1		Self Image p. 1	D M W I=1	M=1 N I	L=1 D	+=1 -	1		
1		All About Me Info Sheet	D M W I=1	M=1 N I	L=1 D	+=1 -	1	4	S
1		Importance to Class	D M W I=1	M=1 N I	L D	+=1 -	1		
1		Choosing for Myself	D M W I=1	M=1 N I	L D	+=1 -			
	Others								

TOTAL = 11 Activities
22 responses

D	0	M	22	L	19
W	2	N	0	D	1
I	18	I	0		
M	2				

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 5-8 years FEELINGS 4 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
3	Self	Fear p. 29	D M W I=3	M=3 N I	L=1 D	+=3 -	1		S
4		Joy p. 29	D M W I=4	M=3 N I=1	L=3 D	+=2 -	111		
3		Love p. 30	D M W I=3	M=3 N I	L-3 D	+=2 -		1	
2		Jealousy p. 30	D M W I=2	M=2 N I	L=1 D	+=2 -	1		
1		Anger p. 31	D M W=1 I=1	M-1 N I=1	L-2 D	+=1 -	1		
2		Showing Feelings p. 26	D M=2 W I	M N=1 I=1	L=2 D	+=2 -	1		
2	Feelings	Feeling & Body p. 28	D M W I=2	M=1 N I=1	L=1 D	+=2 -			S
2		What are Feelings p. 25	D M=1 W=1 I	M=2 N I	L=2 D	+=1 -=1	1	3,4	SS
1		Sentences w/Feeling	D M W=1 I	M=1 N I	L-1 D	+ -=1	1	2	
1		Crying	D M W I=1	M=1 N I	L=1 D	+=1 -			
		Feelings in Here & Now p25	D M=1 W I	M-1 N I	L=1 D	+=1 -	1	4	
	Others								

TOTAL 11 Activities
21 responses

D 0
M 4
W 3
I 16

M 18
N 1
I 4

L 18
D 0

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 5-8 years OTHERS 4 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
4	Self	Reasons for Rules p. 35	D M W=3 I=1	M=2 N=2 I	L=3 D	+=4 -			SS
3		Schools w/o Rules p. 35	D M W I=3	M=1 N=2 I	L=3 D	+=2 -=1	1		SS
3		Sharing I p. 36	D M=1 W I-2	M=1 N=1 I-1	L=2 D	+=2 -	11	3	S
2		Taking Turns p. 37	D M-1 W=1 I	M-1 N-1 I	L=2 D	+=2 -			
2		Family p. 38	D M W I-2	M=2 N I	L=2 D	+=2 -	1	5	S
1		Being New p. 38	D M W I=1	M N=1 I	L=1 D	+=1 -	1		
2	Feelings	Tattling p. 42	D M W=1 I-1	M=2 N I	L=2 D	+=2 -			
1		Is Telling Always Talling	D M W I=1	M=1 N I	L=1 D	+=1 -			
1		Sharing II p. 36	D M=1 W I	M N I=1	L=1 D	+=1 -	1		
1		Game w/o Rules p. 35	D M W I=1	M N=1 I	L=1 D	+ -=1	1		
1		Setting Rules	D M=1 W I	M N-1 I	L=1 D	+=1 -	1		S
1		Parents are People p. 45	D M W I=1	M=1 N I	L=1 D	+=1 -		2	S
1	Others	Friendship p. 47	D M W I=1	M=1 N I	L=1 D	+=1 -		5	

TOTAL 13 Activities
23 responses

D	0	M	12	L	21
W	5	N	9	D	0
M	4	I	2		
I	14				

ACTIVITIES (continued)

Directions: The following steps are to be followed for each activity listed. Complete one column for all listed activities before beginning the second column.

STEP ONE - In the first column, marked F:

Write the letter D if you use this activity daily.
Write the letter W if you use this activity weekly.
Write the letter M if you use this activity monthly.
Write the letter I if you have used this activity less frequently.

STEP TWO - In the second column, marked M/N/I:

Write the letter M if you taught this activity as a part of a special, separate mini-course. You may have begun the day, or filled in an extra 30 minutes with it, or you do an activity at the end of lunch every day, etc.

Write the letter N if you taught this activity at a natural or teachable moment. This most often would occur when something happens in class that is related to one of the topics/activities in the Guide.

Write the letter I if you taught this activity as an integrated part of some subject. This would require structuring the activity so that the context of a lesson (e.g., history) and the process of the activity were integrated (e.g., how would you have felt as a member of Nixon's cabinet).

STEP THREE - In the third column, marked L-D:

Write the letter L after those activities that your students particularly liked.

Write the letter D after those activities that your students particularly disliked.

STEP FOUR - In the fourth column, marked +/-:

Write a + after an activity that you found to be professionally rewarding.

Write a - (negative) after an activity that was frustrating, threatening or problematic for you.

STEP FIVE: In the fifth column, marked V:

Write the letter V after those activities for which you have your own variation. This means you have changed some aspect of the activity to suit your class or subject area.

STEP SIX: In the sixth column, marked 1 - 5:

Rank from 1 to 5 your most favorite activities. Write the number 5 by the activity that you like the most, then write the number 4 by your next most favorite activity, and so on until you have ranked your 5 most preferred activities.

STEP SEVEN: In the seventh column, marked S:

Write the letter S after an activity that you have shared with another teacher. By shared we mean that you talked about your experience in using the activity.

VI. HELPFUL NOTES

Directions: This section of the questionnaire asks you to indicate the extent to which you use the suggestions provided at the beginning of the Guides. Circle the number indicating the amount of time you spend.

1 = Never, 2 = Seldom, 3 = Occassionally, 4 = Frequently, 5 = Always

1.	When you use the activities to what extent to you spend at least one-half hour on an activity?	1	2	3 (1)	4 (2)	5 (1)	X = 4.0 s.d.= .82
2.	When you use the activities to what extent do you allow time for discussion as part of the activity?	1	2	3	4 (2)	5 (2)	X - 4.5 s.d.= .58
3.	When you use the activities to what extent do you discuss the process and purposes of the activity before beginning the activity?	1	2	3 (2)	4 (2)	5	X = 3.5 s.d.= .58
4.	When you use the activities to what extent do you post a list of simple rules which the class agrees to follow?	1	2	3 (1)	4 (2)	5 (1)	X = 4.0 s.d.= .82
5.	When you use the activities to what extent do you participate in the activities?	1	2	3	4 (2)	5 (2)	X = 4.5 s.d.= .58
6.	When you use the activities to what extent do you explain to students that they do not have to share their opinion or feelings if they do not want to?	1	2	3	4 (1)	5 (3)	X = 4.75 s.d.= .5
7.	When you use the activities to what extent do you raise questions to encourage the students to reflect on what has occurred during the activity and what they have learned?	1	2	3 (1)	4 (2)	5 (1)	X = 4.0 s.d. = .82

HELPFUL NOTES (continued)

8. When you use the activities to what extent do you conclude each activity with a summary activity (e.g., complete "I learned" statements . . .)?	1	2	3 (1)	4 (3)	5	X = 3.75 s.d.= .5
9. In general, to what extent would you estimate that you use the Life Skills Activities in some way in your classroom?	1	2	3	4 (4)	5	X = 4.0 s.d. = 0

Comments:

VII. ANECDOTES

Directions: In this section of the questionnaire we are interested in learning about specific incidents that you have experienced. Space has been provided after each question for you to describe a specific situation. Answer only those items applicable to your experience, and include both positive and negative experiences.

1. Would you describe one or more occasions when you used an activity as a separate piece or series of pieces (e.g., mini-course).

-Used All About Me Folder as mini-course; helped to teach kids to write names - phone numbers; etc.
-Used "Is Anyone Like Me" as mini-course.
-Combined many activities from You Are Important into mini-course - All About Me posters etc. Lasted 2 weeks.
-"Parents are People: Children enjoy discussing their parents -teacher tried to get parents involved too. Also used "Free to Be" and "Only Human"

2. Would you describe one or more occasions when an activity was used because of a natural event (teachable moment) in your classroom.

New girl at school

"Crying" after such an incident in classroom

At beginning of school - discussion of need for school rules - later a week long activity evoled using Life Skills to discuss need for rules - teachable moment led to week-long course.

3. Would you describe one or more occasions when an activity was used as part of a regular lesson plan in your content area (e.g., science).

   -Vocabulary enhancement - listing ways we feel
   -Used "Parents Are People" w/Social Studies unit on "The Family"
   -teachable moment led to week long work on school rules.
   -Language development - bring new adjectives - experience charts.

4. Can you describe some effects that one or more specific activities had on your class. (e.g., you enjoy teaching more, you have fewer discipline problems, the students work better together, etc.) Attempt to connect the effect you have observed with an activity or series of activities.

   improvement in self-concept - academic improvement

   Students accept each others feelings and have better communication. Teacher has closer relationship with students.

   Important because we can find out about children's backgrounds - important for teachers and other students.

   "Friendship" thinking and writing about best friend's characteristics seemed to enhance friendships.

5. If you were to recommend any changes in the Life Skills Activities Guides, what would they be?

   1) more activities
   2) more activities - more "hands-on" material
   3) more practice in skill statements, hands on Guide activities
      Needs Index-change order of parts to 2,1,3
   4) Include more activities appropriate to level-many are too advanced.

I Learned Statements Level 5-8 years 4 Teachers

I learned that I used variations with most of my favorite activities.

I learned that this year I used the Self unit more.

I learned that my students liked all the activities we did together. They enjoy expressing their feelings.

I discovered that most all the activities were rewarding to me and my students. They had a better feeling about themselves.

I learned more about my students. (their personal lives)

I learned to listen to my children and not judge what they said.

I was surprised how rewarding the activities could be.

I was pleased with how much fun we had.

I was amazed how some children learned to express themselves more effectively.

I was surprised to learn that I used variations with most of the activities.

I learned that my most favorite activities were the ones I had developed into a mini-course.

I learned that I need to use more activities daily.

TABULATED RESULTS
OF LEVEL 9-11

EVALUATION PANEL

LIFE SKILLS FOR MENTAL HEALTH PROGRAM

October 28, 1978

Macon, Georgia

Name ________________ Sex 1-M, 2-F

Address (Business) ________________

________________ Phone: ________

(Home) ________________

________________ Phone: ________

School System Turner Co, Fayette Co, Griffin-Spalding Co.

Subject/Specialty Area Specific Learning Disabilities, Gifted, Math

Grade Level 5-8, 2-6,5th

Levels of Leader's Guide Used 9-11, 5-8, 9-11, 9-11

Age ____ under 25 2 25-34 1 35-45 ____ over 45

Education M.Ed (S.L.D.), M.Ed gifted degree B.A.

Years Experience in Present Field 3, 4, 17

Date Trained in Life Skills Program 2/78, Spr. 78, Spr. 78

Where Trained in Life Skills Program Sylvester - Worth Co - Griffin

Why did you decide to participate in the Life Skills Training?

Self - growth, help w/children, release time, staff development credit/Recertification credit, looked interesting, free staff development course, release time/classroom skills, staff development credit.

Your cooperation and participation in this Panel session is greatly appreciated. The views and opinions of the practitioners in education are critical to the implementation of any innovative program. Your involvement in this effort at evaluation of the Life Skills Guides will provide information essential to the future quality and utility of the Guides.

I. OVERALL PROGRAM USE

(1) How did you initially use the Life Skills Activities Guides in the classroom?

-Review activities - used most appropriate first - wanted children to learn to express inner feelings.

-Followed sequence of skills taught in L.S. class; name tag, simple pantomine, role playing without dialogue, discussion on Friendship.

-In homeroom - started out with role playing.

(2) How do you use the Guides now in the classroom?

- Use Secret Folder and other sections with children with poor self-concepts brings out inner feelings.

- uses mostly the strategies for "listening for feeling", behavioral feedback and role playing. Sometimes students (gifted students) use Guides to pick out activities they would like to try.

- Guide is helpful in getting to know students so I used it the first week of school. I use it in the homeroom on an average of 3 times a week and at intervals in other classes.

(3) Where do you keep your copy of the Guides?

In filing cabinet at school.

Between two bookends on desk.

On desk at school.

OVERALL PROGRAM USE (continued)

(4) What kinds of problems have you encountered in implementing the Guides?

- Index guide needed
- some children see L.S. time as a time when they can do whatever they want to.
- some kids have trouble with written expression.
- sometimes activities she chooses are too elementary for gifted children they prefer to choose.
- needs index
- I find it difficult to use the guide effectively in a departmentalized situation because of not enough time. I teach math and have not been able to integrate L.S. with that subject. Index is needed.

(5) What have been the reactions of students, parents and other teachers to your use of the Guides?

- Students and teachers take better look at themselves.
- Students love it - parents not aware of it. Other teachers interested.
- Students and teachers pleased and enjoy the Guides. Parents not aware of program.

(6) How would you evaluate the overall benefits derived by students from the activities in the Guides?

- They feel better about themselves - helps build self concept - this spills over into academic skills.
- Students have benefited greatly - activities have helped develop self concept, peer relationship and developed awareness of feelings of others.
- Excellent!

II. RATIONALE

Directions: This section of the questionnaire asks you to indicate the extent to which you agree or disagree with various basic assumptions upon which this program is based. Circle the number indicating your opinion.

5 = strongly agree, 4 = agree, 3 = no opinion, 2 = disagree,
1 = strongly disagree

1. The school is a partner in fostering a child's total growth (i.e., emotional as well as cognitive).

5	4	3	2	1
(2)	(1)			

X = 4.67
s.d. = .58

Comments:

- School does too much - need more help from other sources.
- School must work with parents and vice versa.

2. It is appropriate to spend time during the school day to help kids learn about themselves and explore situations they are likely to face in life.

5	4	3	2	1
( )				

X = 5
s.d. = 0

Comments:

Self-image is the most important aspect. Children must learn about themselves before they can develop an understanding of others.

3. The rapid change and high mobility in our society has made it difficult for young people to understand themselves and others and to develop a clear set of values.

5	4	3	2	1
(2)	(1)			

X = 4.67
s.d. = .58

Comments:

T.V. is to blame for a lot - children don't think through values-someone has already done the thinking for them

Society has changed and therefore changed education.

RATIONALE (continued)

4. Many young people have a hard time understanding or expressing their feelings productively.

5	4	3	2	1
(3)				

X = 5
s.d. - 0

Comments:

- Kids feel like they don't have to produce to get anywhere.
- Children don't have enough decision making opportunities.
- Shy children become more open after observing others in L.S. activities.

5. It is important for kids to respect the needs and feelings of others as important and to develop satisfying interpersonal relationships.

5	4	3	2	1
(2)	(1)			

X = 4.67
s.d. = .58

Comments:

Important but hard to teach

6. What I do with Life Skills in the classroom is different from what counselors do with individual students who have problems.

5	4	3	2	1
(1)	(1)		(1)	

X = 3.67
s.d. = 1.53

Comments:

Some counselors don't really deal with child's whole well being.

Counseling shouldn't take place only in a counselor's office.

I don't try to solve problems or demand certain actions but rather guide the students toward solutions.

III. FORMAT

Directions: On the scale pertaining to each statement, circle the number which indicates your opinion. The middle number is a neutral response.

1. How artistically appealing is the Guide to you?
Comments:

5	4	3	2	1
very appealing				very unappealing
(1)		(2)		

X = 3.67
s.d. = 1.15

2. How well do you think the various sections of the Guide fit together?
Comments:

5	4	3	2	1
very well				not well at all
	(1)	(2)		

X = 3.33
s.d. = .58

3. How easy is it for you to find activities you want in the Guide?
Comments:

Hard - especially when a problem crops up suddenly.

5	4	3	2	1
very easy				very difficult
			(3)	

X = 2
s.d. = 0

4. How appropriate do you find the order of presentation of materials in the Guide?
Comments:

5	4	3	2	1
very appropriate				very inappropriate
	(2)	(1)		

X = 3.67
s.d. = .58

5. How useful do you find the Guide's Table of Contents in finding areas you wish to use?
Comments:

Needs to be a little more specific. Prefer an Index.

5	4	3	2	1
very useful				not useful at all
		(1)	(1)	

X = 2.33
s.d. = .58

FORMAT (continued)

6. How important do you consider the graphic illustrations to the Guide's use?
Comments:

5 4 3 2 1
very important — very unimportant

(3)
X = 4
s.d. = 0

7. How useful do you find the Helpful Notes Section of the Guide?
Comments:

5 4 3 2 1
very useful — not useful at all

(2) (1)
X = 4.67
s.d. = .58

8. How useful do you find the Additional Readings section of the Guide?
Comments:
Glad they are there but haven't used them.

5 4 3 2 1
very useful — not useful at all

(1) (2)
X = 3.33
s.d. = .58

9. To what extent do you think the activities fall under appropriate categories (i.e., self, others, feelings)?
Comments:

5 4 3 2 1
very appropriate — very inappropriate

(2) (1)
X = 3.67
s.d. = .58

10. To what extent are the goals and objectives of each section helpful to you in understanding each section?
Comments:
Stated goals help a lot

5 4 3 2 1
very helpful — not helpful at all

(1) (2)
X = 4.33
s.d. = .58

IV. CLARITY OF THE TEXT

Directions: On the scale pertaining to each statement, circle the number which indicates your opinion. The middle number is a neutral response.

1. How well does the Guide explain the purposes of the various activities?
Comments:

5	4	3	2	1
very well				very poorly
(1)	(2)			

X = 4.33
s.d. = .58

2. How adequately do instructions for the various activities prepare you and the students for the Life Skills experiences you use?
Comments:

Would like to have more motivational questions available.

5	4	3	2	1
very adequately				very inadequately
(1)	(1)	(1)		

X = 4.0
s.d.= 1.0

3. How would you rate activity instructions in helping carry out the Life Skills experiences you choose?
Comments:

5	4	3	2	1
very high				very low
(1)	(2)			

X = 4.33
s.d. = .58

4. How would you rate activity instructions in helping to bring the Life Skills experiences to a close?
Comments:

5	4	3	2	1
very high				very low
	(2)	(1)		

X = 3.67
s.d. .58

CLARITY OF THE TEXT (continued)

5. How feasible are the activities in the Guide for you to conduct in your classroom (e.g., the need for special props or groupings would decrease feasibility)?
Comments:

5	4	3	2	1
very feasible				very infeasible
(1)	(2)			

X = 4.33
s.d.= .58

6. How relevant are the activities in the Guide for the needs and interests of your students?
Comments:

Sometimes kids think activities are too simple.

5	4	3	2	1
very relevant				very irrelevant
(1)	(1)	(1)		

X = 4.0
s.d.= 1.0

7. How appropriate are the activities to the developmental level of your students (e.g., too advanced reading level for your students decreases your rating of appropriateness)?
Comments:

5	4	3	2	1
very appropriate				very inappropriate
(2)		(1)		

X = 4.33
s.d.= 1.15

8. How clear is the relationship between the four Life Skills strategies (Listening for Feeling, Behavior Feedback, Values Classification, Role Playing) and the activities presented in the Guide?
Comments:

The longer the Guide is used, the clearer the relationship becomes.

5	4	3	2	1
very clear				very unclear
	(2)		(1)	

X = 3.33
s.d.= 1.15

V. ACTIVITIES

A.

1. How would you rank the importance of each of the Life Skills strategies listed below insofar as their use in the classroom is concerned? (rank 1-4, with 4 being most important)

		1	2	3	4
Listening for Feeling	X = 3.0 s.d.= 1.73	(1)			(2)
Behavior Feedback	X = 2.67 s.d.= .58		(1)	(2)	
Values Clarification	X = 2 s.d.= 1.0	(1)	(1)	(1)	
Role Playing	X = 2.33 s.d.= 1.53	(1)	(1)		(1)

2. How would you rate your frequency of use of each of the Life Skills strategies?

	Never 1	Seldom 2	Occassionally 3	Frequently 4	Continually 5	
Listening for Feeling				2	1	x = 4.33 s.d.= .58
Behavior Feedback				2	1	x = 4.33 s.d.= .58
Values Clarification			2	1		x = 3.33 s.d. .58
Role Playing			2	1		x = 3.33 s.d.= .58

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 9-11 years SELF 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
3		All About Me Folder p.17	D=1 M=1 W I=1	M=1 N I	L=1 D=1	+=1 -=1	11	5	S
1		Self Portrait College p.17	D=1 M W I	M=1 N I	L=1 D	+=1 -	1	4	S
1	Self	Midnight Pony p. 20	D M W I=1	M N I=1	L=1 D	+ -=1			
1		The Real Me p. 20	D M W I=1	M N=1 I	L=1 D	+=1 -			
2		p. 17 Personality in a Package	D M W I=2	M=2 N I	L=2 D	+=2 -	1		
1		The Different Mes p. 23	D M=1 W I	M N I=1	L=1 D	+ -=1			
2		Why I Like Being Me	D M W I=2	M=2 N I	L=2 D	+=2 -		2	SS
2	Feelings	Ad for Myself p. 18	D M W I=2	M=2 N I	L=2 D	+=2 -		3	SS
1		Responsibility p.25	D M W I=1	M=1 N I	L=1 D	+=1 -			
1		On Your Own p. 25	D M W I=1	M=1 N I	L=1 D	+=1 -		5	S
	Others								

TOTAL 10 Activities 15 responses	D 2 W 0 M 2 I 11	M 11 N 1 I 2	L 13 D 1	+ -

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 9-11 years FEELINGS 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
2		Anger	D M=1 W I=1	M=1 N=1 I	L=2 D	+=2 -	1	2	
1		Sharing Anger p. 36	D M W I=1	M=1 N I	L=1 D	+=1 -			
2	Self	Open-Ended Sentences p.37	D M W I=2	M=1 N I=1	L=2 D	+=2 -		33	5
1		Fighting p. 36	D M W I=1	M=1 N I	L=1 D	+=1 -			
1		Worries	D M=1 W I	M N=1 I	L=1 D	+=1 -	1	1	
1		Accepting Feelings	D M W=1 I	M N=1 I	L=1 D	+=1 -	1		
1		How Do You Show Feelings	D M W=1 I	M N=1 I	L=1 D	+=1 -	1		
1		Analyzing Mood Picture	D M W=1 I	M N=1 I	L=1 D	+=1 -		2	
	Feelings								
	Others								

TOTAL 8 Activities
10 responses

D 0
W 3
M 2
I 5

M 2
I 5

M 4
N 5
I 1

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 9-11 years OTHERS 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
1		Divorce p. 45	D M W I=1	M N=1 I	L=1 D	+=1 -			S
1		Once Upon a Time - Divorce p. 45	D M W I=1	M N=1 I	L=1 D	+=1 -			S
1	Self	Name Tag Exercise	D M W I=1	M=1 N=1 I	L=1 D	+=1 -	1	5	S
2		Wanted: A Friend p. 48	D M W I=2	M=2 N=1 I	L=2 D	+=2 -		4	SS
2		How Not To Be a Friend 48	D M W I=2	M=2 N=1 I	L=2 D	+=2 -		4	S
2		What is Friendship	D M W I=2	M=2 N=2 I	L=2 D	+=2 -	1	1	
1		What do Friends Do?	D M W I=1	M=1 N=1 I	L=1 D	+=1 -			
1	Feelings	Favorite Character	D M W I=1	M=1 N I	L=1 D	+=1 -			S
1		Sterotyping p. 48	D M W I=1	M=1 N I	L=1 D	+=1 -			
1		Bullying p. 53	D M W I=1	M=1 N I	L=1 D	+=1 -			
	Others								

TOTAL 10 Activities
13 responses

D	0	M	11
W	0	N	8
M	0	I	0
I	13		

ACTIVITIES (continued)

Directions: The following steps are to be followed for each activity listed. Complete one column for all listed activities before beginning the second column.

STEP ONE - In the first column, marked F:

Write the letter D if you use this activity daily.
Write the letter W if you use this activity weekly.
Write the letter M if you use this activity monthly.
Write the letter I if you have used this activity less frequently.

STEP TWO - In the second column, marked M/N/I:

Write the letter M if you taught this activity as a part of a special, separate mini-course. You may have begun the day, or filled in an extra 30 minutes with it, or you do an activity at the end of lunch every day, etc.

Write the letter N if you taught this activity at a natural or teachable moment. This most often would occur when something happens in class that is related to one of the topics/activities in the Guide.

Write the letter I if you taught this activity as an integrated part of some subject. This would require structuring the activity so that the context of a lesson (e.g., history) and the process of the activity were integrated (e.g., how would you have felt as a member of Nixon's cabinet).

STEP THREE - In the third column, marked L-D:

Write the letter L after those activities that your students particularly liked.

Write the letter D after those activities that your students particularly disliked.

STEP FOUR - In the fourth column, marked +/-:

Write a + after an activity that you found to be professionally rewarding.

Write a - (negative) after an activity that was frustrating, threatening or problematic for you.

STEP FIVE: In the fifth column, marked V:

Write the letter V after those activities for which you have your own variation. This means you have changed some aspect of the activity to suit your class or subject area.

STEP SIX: In the sixth column, marked 1 - 5:

Rank from 1 to 5 your most favorite activities. Write the number 5 by the activity that you like the most, then write the number 4 by your next most favorite activity, and so on until you have ranked your 5 most preferred activities.

STEP SEVEN: In the seventh column, marked S:

Write the letter S after an activity that you have shared with another teacher. By shared we mean that you talked about your experience in using the activity.

VI. HELPFUL NOTES

Directions: This section of the questionnaire asks you to indicate the extent to which you use the suggestions provided at the beginning of the Guides. Circle the number indicating the amount of time you spend.

1 = Never, 2 = Seldom, 3 = Occassionally, 4 = Frequently, 5 = Always

1. When you use the activities to what extent to you spend at least one-half hour on an activity?	1	2	3	4 (3)	5	X = 4 s.d. = 0
2. When you use the activities to what extent do you allow time for discussion as part of the activity?	1	2	3	4 (1)	5 (2)	X = 3.67 s.d.= 1.53
3. When you use the activities to what extent do you discuss the process and purposes of the activity before beginning the activity?	1	2	3 (1)	4 (1)	5 (1)	X = 4.0 s.d.= 1.0
4. When you use the activities to what extent do you post a list of simple rules which the class agrees to follow?	1	2	3 (1)	4 (1)	5 (1)	X = 4.0 s.d.= 1.0
5. When you use the activities to what extent do you participate in the activities?	1	2	3 (1)	4 (1)	5 (1)	X = 4.0 s.d.= 1.0
6. When you use the activities to what extent do you explain to students that they do not have to share their opinion or feelings if they do not want to?	1	2	3	4 (1)	5 (2)	X = 4.67 s.d. = .58
7. When you use the activities to what extent do you raise questions to encourage the students to reflect on what has occurred during the activity and what they have learned?	1	2	3	4 (2)	5 (1)	X = 4.33 s.d.= .58

HELPFUL NOTES (continued)

8. When you use the activities to what extent do you conclude each activity with a summary activity (e.g., complete "I learned" statements . . .)?	1	2	3	4 (3) X = 4 s.d.= 0	5
9. In general, to what extent would you estimate that you use the Life Skills Activities in some way in your classroom?	1	2	3 (1)	4 (2) X = 3.67 s.d.= .58	5

Comments:

VII. ANECDOTES

Directions: In this section of the questionnaire we are interested in learning about specific incidents that you have experienced. Space has been provided after each question for you to describe a specific situation. Answer only those items applicable to your experience, and include both positive and negative experiences.

1. Would you describe one or more occasions when you used an activity as a separate piece or series of pieces (e.g., mini-course).

   - "All About Me" folder. The folder worked particularly well with one severly emotionally disturbed child.
   - "Friendship crisis" in class resulted in mini-course on friendship.
   - "On Your Own" - used for 3 days during homeroom.

2. Would you describe one or more occasions when an activity was used because of a natural event (teachable moment) in your classroom.

   - One girl was having problems with her home life - her mother was divorced and remarried. She talked about it more openly when the "Divorce" activity was used.

   - Argument in class resulted in discussion on causes of anger and the two boys role-playing the argument.

   - Used "What is Friendship" as a result of a classroom problem between 2 friends.

ANECDOTES (continued)

3. Would you describe one or more occasions when an activity was used as part of a regular lesson plan in your content area (e.g., science).

   - With presenting basic language processing skills

   - Haven't done this yet.

4. Can you describe some effects that one or more specific activities had on your class. (e.g., you enjoy teaching more, you have fewer discipline problems, the students work better together, etc.) Attempt to connect the effect you have observed with an activity or series of activities.

   - The activities help with developing verbal skills.

   - Students are more aware of and accountable for their behavior. They have developed a better self-concept and better relations with others. She has become closer to students as a result of L.S. activities.

ANECDOTES (continued)

5. **If you were to recommend any changes in the Life Skills Activities Guides, what would they be?**

Be more specific by breaking skills into steps-deal with one task at a time instead of skipping around.

Use vocabulary in basic layman's terms.

An index

List appendix pages with accompanying activities throughout the Guide.

The feelings of what I used to do when I was little were some of the expressive feelings that some of the children had.

I learned that all of the activities used in the classes helped me to understand my students individually. Each activity made me aware of a special need or helped me to understand my pupils.

I was surprised at the many insights gained during the first week of school. Getting to know the pupils, likes, dislikes, hobbies etc.

I learned that participants in Life Skill activities become more active as participants in subject classes, and talk freely with the teacher about self and feelings.

I learned that pupils will express true feelings and are frank while role playing.

I learned that most of the activities I like, my students do too.

I learned that the one activity I disliked and was frustrating to me, was also disliked and frustrating to my children.

I was surprised that most of my activities center around Others.

I learned that I varied all of my "feelings" activities.

I learned that I had a professionally rewarding experience with all but one activity.

I was surprised to see that most of my "others" activities were used at the moment of need rather than just exclusively for mini-course.

TABULATED RESULTS
OF LEVEL 12-14

12 - 14

EVALUATION PANEL

LIFE SKILLS FOR MENTAL HEALTH PROGRAM

October 28, 1978

Macon, Georgia

Name ______ Sex 3 F

Address (Business) ______

Phone: ______

(Home) ______

Phone: ______

School System Butts Co, Worth Co., Bibb County

Subject/Specialty Area English 7th & 8th, Art, Choral Music

Grade Level 7th, 8th, & 9th. 8th & 9th.

Levels of Leader's Guide Used 12 - 14

Age 1 under 25 2 25-34 ____ 35-45 ____ over 45

Education B.A., B.A., B.A. degree

Years Experience in Present Field 3, 3 1/4, 2

Date Trained in Life Skills Program Feb. 1978, Nov. 1977, Jan 1978

Where Trained in Life Skills Program Jackson, Sylvester, Macon

Why did you decide to participate in the Life Skills Training?

Sounded interesting, I felt it would help with an unpredictable age, release time, college credit/time reason for SDU credit, release time and convenient location; I felt it was important to accept feelings and attitudes of students.

> Your cooperation and participation in this Panel session is greatly appreciated. The views and opinions of the practitioners in education are critical to the implementation of any innovative program. Your involvement in this effort at evaluation of the Life Skills Guides will provide information essential to the future quality and utility of the Guides.

I. OVERALL PROGRAM USE

(1) How did you initially use the Life Skills Activities Guides in the classroom?

- I used the L.S. activities with literature unit.
- Began using Guide weekly as part of my overall art program - learning about the art of living is as important as art of drawing.
- Just as a basis of communication - behavior feedback-values clarification.

(2) How do you use the Guides now in the classroom?

- I haven't used any of the activities but try to use the strategies of behavior feedback, active listening, and values clarification.
- Name learning exercise for first few days. As I've become more familiar with Guide, my use of it is more spontaneous. My class spends not less than 45 minutes total/week on L.S.
- I use exercises as "ice breakers" when I get a new group or when problem arises.

(3) Where do you keep your copy of the Guides?

- in desk drawer.
- in brief case carried to all classes.
- in my study at home and I reread it frequently.

(4) What kinds of problems have you encountered in implementing the Guides?

-Haven't been schooled enough on how to effectively use behavior feedback (most difficult) etc.
- Also had trouble determining wich activity was best for what I was using it for.
- Activities didn't have enough motivating questions.

Students who have never experienced anything like this were hostile-some always felt they were wasting their time. I also felt pressured about whether or not they were spending enough time on art skills.

Most Guides are geared more to subject/test related areas than to performance based areas.

(5) What have been the reactions of students, parents and other teachers to your use of the Guides?

Some students seem to enjoy activities but most seem very defensive or don't want to participate for fear of being "put down".

About 75% of students look forward to activities, 20% more are not adverse still encounter 5% hostility. School does not encourage contact with parents. At first teachers were skeptical now many have signed up for next course.

Positive feedback from students.

(6) How would you evaluate the overall benefits derived by students from the activities in the Guides?

Some seem to realize why they feel the way they do.

Great, we are all better friends - we understand that everyone has problems Students behave better and I have more compassion.

Students benefit because I am better educated - they feel more accepted because they are and I don't waste energy trying to conform them to preset ideals.

II. RATIONALE

Directions: This section of the questionnaire asks you to indicate the extent to which you agree or disagree with various basic assumptions upon which this program is based. Circle the number indicating your opinion.

5 = strongly agree, 4 = agree, 3 = no opinion, 2 = disagree,
1 = strongly disagree

	5	4	3	2	1
1. The school is a partner in fostering a child's total growth (i.e., emotional as well as cognitive).	(3)				

X = 5
s.d.= 0

Comments:

There has to be a better balance and acceptance of responsibility between home, church, and school.

	5	4	3	2	1
2. It is appropriate to spend time during the school day to help kids learn about themselves and explore situations they are likely to face in life.	(1)	(2)			

X = 4.33
s.d.= .58

Comments:

Hard to do with many different classes. As much as can feasivly be done with out risking loss of subject - related purpose in class.

	5	4	3	2	1
3. The rapid change and high mobility in our society has made it difficult for young people to understand themselves and others and to develop a clear set of values.	(1)	(1)		(1)	

X = 3.67
s.d.= 1.53

Comments:

Students seem to have values based on peer acceptance.

4. Many young people have a hard time understanding or expressing their feelings productively.
Comments:

5	4	3	2	1
(1)	(2)			

X = 4.33
s.d.= .58

My students will express when given the opportunity.

When this is really acute, it seems it results from not having outlets in early years.

5. It is important for kids to respect the needs and feelings of others as important and to develop satisfying interpersonal relationships.
Comments:

5	4	3	2	1
(3)				

X = 5
s.d. = 0

This is essential to their mental health.

6. What I do with Life Skills in the classroom is different from what counselors do with individual students who have problems.
Comments:

5	4	3	2	1
(1)		(1)	(1)	

X = 3.33
s.d.= 1.53

III. FORMAT

Directions: On the scale pertaining to each statement, circle the number which indicates your opinion. The middle number is a neutral response.

1. How artistically appealing is the Guide to you?
Comments:

5	4	3	2	1
very appealing				very unappealing
	(2)	(1)		

X = 3.67
s.d.= .58

2. How well do you think the various sections of the Guide fit together?
Comments:

5	4	3	2	1
very well				not well at all
(1)	(2)			

X = 4.33
s.d.= .58

3. How easy is it for you to find activities you want in the Guide?
Comments:

Need Key Word Index

5	4	3	2	1
very easy				very difficult
		(2)	(1)	

X = 2.67
s.d.= .58

4. How appropriate do you find the order of presentation of materials in the Guide?
Comments:

Have never used them in order

5	4	3	2	1
very appropriate				very inappropriate
(2)		(1)		

X = 4.33
s.d.= 1.15

5. How useful do you find the Guide's Table of Contents in finding areas you wish to use?
Comments:

Not detailed enough

5	4	3	2	1
very useful				not useful at all
(1)		(1)	(1)	

X = 3.33
s.d.= 1.53

6. How important do you consider the graphic illustrations to the Guide's use?
Comments:

I like the color dividers and drawings.

5 4 3 2 1
very important — very unimportant
(1) (1) (1)

x = 3
s.d.= 1

7. How useful do you find the Helpful Notes Section of the Guide?
Comments:

5 4 3 2 1
very useful — not useful at all
(2) (1)

X = 4.67
s.d.= .58

8. How useful do you find the Additional Readings section of the Guide?
Comments:

5 4 3 2 1
very useful — not useful at all
(1) (1) (1)

X = 4
s.d.= 1

9. To what extent do you think the activities fall under appropriate categories (i.e., self, others, feelings)?
Comments:

Too overlapping.

5 4 3 2 1
very appropriate — very inappropriate
(1) (1) (1)

X = 3.67
s.d.= 1.53

10. To what extent are the goals and objectives of each section helpful to you in understanding each section?
Comments:

Need more teacher questions for motivation.

5 4 3 2 1
very helpful — not helpful at all
(3)

X = 4
s.d.= 0

IV. CLARITY OF THE TEXT

Directions: On the scale pertaining to each statement, circle the number which indicates your opinion. The middle number is a neutral response.

1. How well does the Guide explain the purposes of the various activities?
Comments:

5	4	3	2	1
very well				very poorly
(2)		(1)		

X = 4.33
s.d.= 1.15

2. How adequately do instructions for the various activities prepare you and the students for the Life Skills experiences you use?
Comments:

Need more teacher questions.
Instructions are well stated.

5	4	3	2	1
very adequately				very inadequately
	(2)		(1)	

X = 3.33
s.d.= 1.15

3. How would you rate activity instructions in helping carry out the Life Skills experiences you choose?
Comments:

Would like more detail.

5	4	3	2	1
very high				very low
	(2)		(1)	

X = 3.33
s.d.= 1.15

4. How would you rate activity instructions in helping to bring the Life Skills experiences to a close?
Comments:

Need more individual suggestions for closure.

Need more variety or choice.

5	4	3	2	1
very high				very low
		(1)	(2)	

X = 2.33
s.d.= .58

CLARITY OF THE TEXT (continued)

5. How feasible are the activities in the Guide for you to conduct in your classroom (e.g., the need for special props or groupings would decrease feasibility)?

5 4 3 2 1

very feasible — very infeasible

(1) (1) (1)

X = 4.0
s.d.= 1

Comments:

Sometimes not enough time to use effectively.
Some classes have too many students for good interaction.

6. How relevant are the activities in the Guide for the needs and interests of your students?

5 4 3 2 1

very relevant — very irrelevant

(3)

X = 5.0
s.d.= 0

Comments:

My students in general are not developed emotionally.

7. How appropriate are the activities to the developmental level of your students (e.g., too advanced reading level for your students decreases your rating of appropriateness)?

5 4 3 2 1

very appropriate — very inappropriate

(2) (1)

X = 3.0
s.d.= 1.73

Comments:

I have to explain too many words. They certainly couldn't write what is expected in the exercises.

8. How clear is the relationship between the four Life Skills strategies (Listening for Feeling, Behavior Feedback, Values Classification, Role Playing) and the activities presented in the Guide?

5 4 3 2 1

very clear — very unclear

(2) (1)

X = 4.0
s.d. = 1.73

Comments:

Not enough explanation of behavior feedback and values clarification.

V. ACTIVITIES

A.

1. How would you rank the importance of each of the Life Skills strategies listed below insofar as their use in the classroom is concerned? (rank 1-4, with 4 being most important)

		1	2	3	4
Listening for Feeling	X = 3.33 s.d. = 1.15		(1)		(2)
Behavior Feedback	X = 2.0 s.d. = 1.0	(1)	(1)	(1)	
Values Clarification	X = 2.67 s.d. = .58		(1)	(2)	
Role Playing	X = 2.0 s.d. = 1.73	(2)			(1)

2. How would you rate your frequency of use of each of the Life Skills strategies?

	Never 1	Seldom 2	Occassionally 3	Frequently 4	Continually 5	
Listening for Feeling					3	X = 5 s.d. = 0
Behavior Feedback				2	1	X =4.33 s.d. = .58
Values Clarification				3		X = 4 s.d. = 0
Role Playing		2	1			X =2.33 s.d. = .58

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 12-14 years SELF 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
1		I am Somebody p.18	D M W I=1	M N I=1	L=1 D	+=1 -	1	2	
2		Self Concept(2), #1 p.19	D=1 M W I=1	M N=2 I=2	L=2 D	+=2 -	1		S
1	Self	Influencing(2) #1 p.21	D M W I=1	M N=1 I=1	L D=1	+ -=1			
1		Reincarnation(2) p. 17	D M W I=1	M N=1 I	L=1 D	+=1 -			
1		Self Confidence Eval. p17	D M W I=1	M=1 N I	L=1 D	+=1 -		2	
1		Goals & Self Concept p.20	D M W I=1	M=1 N=1 I	L D	+ -	1		
1		p.21 Affecting Someone Else	D M=1 W I	M=1 N=1 I	L D	+ -			
1		Values & Facts(1&2) p.22	D M W=1 I	M=1 N I	L=1 D	+=1 -			
1	Feelings	Who Counts the Most p.22	D M W I=1	M=1 N I	L D=1	+ -=1			
1		What Influences Your Choice p.24	D M W I=1	M=1 N I	L D	+ -			
1		Who am I? Different Mes.	D M=1 W I	M N I=1	L=1 D	+ -=1			
1		p.21 Self Concept in Classroom	D=1 M W I	M N=1 I=1	L=1 D	+=1 -	1	5	S
1		Decision Making	D M W=1 I	M N=1 I	L D	+ -=1			
1		I Think I've Changed	D M=1 W I	M N=1 I=1	L=1 D	+=1 -			S
	Others								

TOTAL 14 Activities
15 responses

D 2	M 6	L 9	+ 8
W 2	N 9	D 2	- 4
M 3	I 7		
I 8			

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 12-14 years FEELINGS 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
3		Influences of Emotions p.30	D=1 M W I=2	M=2 N=3 I	L=2 D	+=2 -	2	3	
2		Here & Now Feelings p.30	D=1 M W=1 I	M N=2 I=1	L=1 D	+=1 -	1	4	
1	Self	Anxiety & Security	D M=1 W I	M N=1 I	L=1 D	+=1 -		2	S
1		Handling Stress	D M W=1 I	M N=1 I	L D	+=1 -	1		
1		Inner Space	D M W I=1	M N=1 I	L D	+=1 -			
2		How do you feel? p.29	D M W I=2	M=1 N=1 I=1	L=1 D	+=1 -	1	4	S
2		Sources of Stress p.32	D M W I=2	M=1 N=1 I=1	L=1 D=1	+=1 -=1			
1		Role Play Stressful Sit p.35	D M=1 W I	M=1 N=1 I	L=1 D	+=1 -	1	1	S
1	Feelings	Dear Abby p.35	D M W I=1	M=1 N I	L=1 D	+=1 -		5	S
1		Do This, Do That p.32	D M W I=1	M N I=1	L D=1	+=1 -	1	5	
1		Success & Failure p.34	D M W I=1	M N I=1	L=1 D	+=1 -	1		
	Others								

TOTAL 11 Activities
16 responses

D 2
W 2
M 2
I 10

M 6
N 11
I 5

L 9
D 0

+ 12
- 1

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 12-14 years OTHERS 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
2		Letter from a Boy p.41	D M W I=2	M=1 N I=1	L=2 D	+=2 -	1	1	SS
2		Comm. Fails Because p.41	D M W=1 I=1	M N=1 I=2	L=1 D	+=2 -	1		
1	Self	p.41 Problems in Comm-Voting	D M=1 W I	M=1 N=1 I	L D	+ -		3	S
1		Responding 1,2,3 p.42	D M W I=1	M=1 N=1 I	L D	+ -			
1		Giving Beh. Feedback p.45	D M W I=1	M=1 N=1 I	L D	+ -			
1		Family in Society p.46	D M=1 W I	M=1 N=1 I	L=1 D	+ -	1		S
2		Dating p.56	D M=2 W I	M=1 N=2 2	L=2 D	+=1 -=1		4,1	
1		Listening for Feeling	D=1 M W I	M N-1 I=1	L=1 D	+=1 -		3	S
1	Feelings	Family Issues	D M=1 W I	M N=1 I=1	L D	+ -=1			
1		Cliques	D M W=1 I	M N=1 I	L=1 D	+ -=1			
	Others								

TOTAL 10 Activities
13 responses

D	1	M	6	L	8	+	6
W	2	N	10	D	0	-	3
M	5	I	5				
I	5						

ACTIVITIES (continued)

Directions: The following steps are to be followed for each activity listed. Complete one column for all listed activities before beginning the second column.

STEP ONE - In the first column, marked F:

Write the letter D if you use this activity daily.
Write the letter W if you use this activity weekly.
Write the letter M if you use this activity monthly.
Write the letter I if you have used this activity less frequently.

STEP TWO - In the second column, marked M/N/I:

Write the letter M if you taught this activity as a part of a special, separate mini-course. You may have begun the day, or filled in an extra 30 minutes with it, or you do an activity at the end of lunch every day, etc.

Write the letter N if you taught this activity at a natural or teachable moment. This most often would occur when something happens in class that is related to one of the topics/activities in the Guide.

Write the letter I if you taught this activity as an integrated part of some subject. This would require structuring the activity so that the context of a lesson (e.g., history) and the process of the activity were integrated (e.g., how would you have felt as a member of Nixon's cabinet).

STEP THREE - In the third column, marked L-D:

Write the letter L after those activities that your students particularly liked.

Write the letter D after those activities that your students particularly disliked.

STEP FOUR - In the fourth column, marked +/-:

Write a + after an activity that you found to be professionally rewarding.

Write a - (negative) after an activity that was frustrating, threatening or problematic for you.

STEP FIVE: In the fifth column, marked V:

Write the letter V after those activities for which you have your own variation. This means you have changed some aspect of the activity to suit your class or subject area.

STEP SIX: In the sixth column, marked 1 - 5:

Rank from 1 to 5 your most favorite activities. Write the number 5 by the activity that you like the most, then write the number 4 by your next most favorite activity, and so on until you have ranked your 5 most preferred activities.

STEP SEVEN: In the seventh column, marked S:

Write the letter S after an activity that you have shared with another teacher. By shared we mean that you talked about your experience in using the activity.

VI. HELPFUL NOTES

Directions: This section of the questionnaire asks you to indicate the extent to which you use the suggestions provided at the beginning of the Guides. Circle the number indicating the amount of time you spend.

1 = Never, 2 = Seldom, 3 = Occassionally, 4 = Frequently, 5 = Always

1.	When you use the activities to what extent to you spend at least one-half hour on an activity?	1 (1)	2 (1)	3	4 (1)	5
	X=2.33 s.d.=1.53					
2.	When you use the activities to what extent do you allow time for discussion as part of the activity?	1	2	3	4 (1)	5 (2)
	X = 4.67 s.d.= .58					
3.	When you use the activities to what extent do you discuss the process and purposes of the activity before beginning the activity?	1	2	3 (3)	4	5
	X = 3 s.d. = 0					
4.	When you use the activities to what extent do you post a list of simple rules which the class agrees to follow?	1	2	3 (1)	4 (1)	5 (1)
	X = 4 s.d. = 1					
5.	When you use the activities to what extent do you participate in the activities?	1	2	3 (1)	4	5 (2)
	X = 4.33 s.d. = 1.15					
6.	When you use the activities to what extent do you explain to students that they do not have to share their opinion or feelings if they do not want to?	1	2	3 (1)	4 (2)	5
	X = 3.67 s.d.= .58					
7.	When you use the activities to what extent do you raise questions to encourage the students to reflect on what has occurred during the activity and what they have learned?	1	2	3	4 (1)	5 (2)
	X = 4.67 s.d.= .58					

HELPFUL NOTES (continued)

8. When you use the activities to what extent do you conclude each activity with a summary activity (e.g., complete "I learned" statements . . .)?	1	2	3	4	5
				(2)	(1)
					X = 4.33 s.d.= .58
9. In general, to what extent would you estimate that you use the Life Skills Activities in some way in your classroom?	1	2	3	4	5
			(1)		(2)
					X = 4.33 s.d.= 1.15

Comments:

VII. ANECDOTES

Directions: In this section of the questionnaire we are interested in learning about specific incidents that you have experienced. Space has been provided after each question for you to describe a specific situation. Answer only those items applicable to your experience, and include both positive and negative experiences.

1. Would you describe one or more occasions when you used an activity as a separate piece or series of pieces (e.g., mini-course).

   A. I use "I am Somebody" at the beginning of the school year to learn more about the student.
   B. I pass out a copy of "How Do You Feel?"
   - I used mini course extensively. One activity which worked well was role playing of family life where parents are asked for priviledges.
   - Self concept in the classroom used this to build unity in the chorus to encourage praise and encouragement of each section.

2. Would you describe one or more occasions when an activity was used because of a natural event (teachable moment) in your classroom.

   -When a student has a problem with another student. When a student has a problem at home and expresses it during class.
   -Students had come from a class where a teacher - student confrontation had occurred. The teacher had been verbally abusive. We role played the situation and discussed respect for others.
   -Handling Stress: I had a student who was very absorbed in a personal problem and was attempting to involve the whole class - this led to a discussion about stress

ANECDOTES (continued)

3. Would you describe one or more occasions when an activity was used as part of a regular lesson plan in your content area (e.g., science).

   - In literature unit, some short stories are relevant for L.S. activities e.g., stories 2/some sort of conflict.

   - We drew our names and surrounded them w/symbols of important things and people.

   - Discussion of influence of emotions.

4. Can you describe some effects that one or more specific activities had on your class. (e.g., you enjoy teaching more, you have fewer discipline problems, the students work better together, etc.) Attempt to connect the effect you have observed with an activity or series of activities.

   - The activity on "influence of emotions" helped all of us look at both sides of problems.

   - Most students work better when they are more comfortable w/me and each other. Fewer discipline problems.

   - Children pay attention and are more cooperative.

5. If you were to recommend any changes in the Life Skills Activities Guides, what would they be?

More concentration on L.S. - what book is and how to use it.

Possibly some follow-up workshops focusing on one area at a time, e.g. workshop on behavior feedback.

More activities pertaining to English.

More verbal exercises - my students do not all write well.

I Learned Statements Level 12 - 14 years 3 Teachers

I learned I didn't use enough activities.

I learned I don't do these activities as often as I should.

I learned I tended to steer away from activities dealing with Interpersonal relationships.

I learned that my stendents liked the drama filled exercises.

I learned that my students liked the same activities I did.

I learned that I used most of the exercises in more than one way.

I learned that my classes have done most of the activities.

I learned that the kids liked the activities that were the immediate answer to a problem.

I learned that my kids accept themselves when they do not feel the need to defend themselves.

I learned that these activities help the kids get down to business. After the air has been cleared, they flew into the teaching atmosphere and were not distracted.

TABULATED RESULTS
OF LEVEL 15-18

I Learned Statements　　Level 12 - 14 years　　3 Teachers

I learned I didn't use enough activities.

I learned I don't do these activities as often as I should.

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EVALUATION PANEL

LIFE SKILLS FOR MENTAL HEALTH PROGRAM

October 28, 1978

Macon, Georgia

Name ______________________ Sex ________

Address (Business) ______________________

______________________ Phone: ________

(Home) ______________________

______________________ Phone: ________

School System Atlanta, Bibb Co., Atlanta

Subject/Specialty Area Science, Biology, Soc. Studies

Grade Level High School 3

Levels of Leader's Guide Used ______________________

Age ____ under 25 1 25-34 2 35-45 ____ over 45

Education B.S., B.S., B.A. degree

Years Experience in Present Field 19, 14, 2

Date Trained in Life Skills Program Oct. 77, Feb. 78, Oct. 77

Where Trained in Life Skills Program Atlanta, Macon, Atlanta

Why did you decide to participate in the Life Skills Training?

Staff development/interested - chosen by principal/staff development release time.

Your cooperation and participation in this Panel session is greatly appreciated. The views and opinions of the practitioners in education are critical to the implementation of any innovative program. Your involvement in this effort at evaluation of the Life Skills Guides will provide information essential to the future quality and utility of the Guides.

I. OVERALL PROGRAM USE

(1) How did you initially use the Life Skills Activities Guides in the classroom?

- used Guide w/group discussion w/individual guided education (IGE)/
- to start class discussions
- initially I used it to have the students begin looking at themselves then used it to increase interpersonal classroom dynamics.

(2) How do you use the Guides now in the classroom?

- as a reference to classroom activities on the day we have IGE/
- to ease tensions at the beginning of each quarter.
- to break dullness.
- better student participation
- primarily use it for setting the tone of the class - I may tie it in with the curriculum program - or sometimes just use skills periodically in classroom.

(3) Where do you keep your copy of the Guides?

in desk in classroom or in bookcase at home or in classroom

in bookshelf in the classroom

in bookshelf in the classroom

(4) What kinds of problems have you encountered in implementing the Guides?

-most students have low reading level-hard for them to do certain activities
-didn't receive Guide for 6 months after we took the course.
-getting students to participate.
-relating activities to subject matter.
-initial mistrust/fear of sharing themselves w/others.
-some students don't have some of academic skills for some activities e.g., journal.
-didn't get guides until 6 months after training-no explanation of Guide.

(5) What have been the reactions of students, parents and other teachers to your use of the Guides?

-students are excited-parents don't understand-other teachers think of it as another program that won't work.
-students enjoy it because it's a break from classroom routine w/no grade pressure.
-parents and other teachers unaware.
-students love it once an atmosphere of trust is established/no response from other teachers or parents or administrations.

(6) How would you evaluate the overall benefits derived by students from the activities in the Guides?

-Gives students an opportunity to better understand themselves and classmates.
-Students begin to realize they aren't the only ones w/problems.
-Students feel free to talk w/teacher about personal problems.
-Students were better able to analyze their own feelings and thoughts. They gained more confidence in themselves and learned the value of accepting and most importantly respecting different viewpoints.

II. RATIONALE

Directions: This section of the questionnaire asks you to indicate the extent to which you agree or disagree with various basic assumptions upon which this program is based. Circle the number indicating your opinion.

5 = strongly agree, 4 = agree, 3 = no opinion, 2 = disagree,
1 = strongly disagree

1. The school is a partner in fostering a child's total growth (i.e., emotional as well as cognitive).

5	4	3	2	1
(2)	(1)			

X = 4.67
s.d.= .58

Comments:

more emphasis should be placed on students emotional growth.

2. It is appropriate to spend time during the school day to help kids learn about themselves and explore situations they are likely to face in life.

5	4	3	2	1
(2)	(1)			

X = 4.67
s.d.= .58

Comments:

3. The rapid change and high mobility in our society has made it difficult for young people to understand themselves and others and to develop a clear set of values.

5	4	3	2	1
(2)			(1)	

X = 4.0
s.d.= 1.73

Comments:

Should have less emphasis on money! There is a bigger saturation level w/kids more exterior stimulation in their lives e.g., T.V,-takes a monumental task to sort, identify, and clarify their own feelings.

RATIONALE (continued)

4. Many young people have a hard time understanding or expressing their feelings productively.
Comments:

5	4	3	2	1
(2)	(1)			

X = 4.67
s.d.= .58

5. It is important for kids to respect the needs and feelings of others as important and to develop satisfying interpersonal relationships.
Comments:

5	4	3	2	1
(3)				

X = 5
s.d.= 0

6. What I do with Life Skills in the classroom is different from what counselors do with individual students who have problems.
Comments:

5	4	3	2	1
	(1)	(2)		

X = 3.33
s.d.= .58

I'm not really sure that High School counselors really counsel.

III. FORMAT

Directions: On the scale pertaining to each statement, circle the number which indicates your opinion. The middle number is a neutral response.

1. How artistically appealing is the Guide to you?
Comments:

5	4	3	2	1
very appealing				very unappealing
(1)	(1)	(1)		

X = 4
s.d. = 1

2. How well do you think the various sections of the Guide fit together?
Comments:

5	4	3	2	1
very well				not well at all
	(3)			

X = 4
s.d. = 0

3. How easy is it for you to find activities you want in the Guide?
Comments:

Needs index

5	4	3	2	1
very easy				very difficult
	(1)		(2)	

X = 2.67
s.d.= 1.15

4. How appropriate do you find the order of presentation of materials in the Guide?
Comments:

5	4	3	2	1
very appropriate				very inappropriate
	(3)			

X = 4
s.d.= 0

5. How useful do you find the Guide's Table of Contents in finding areas you wish to use?
Comments:

Sepcific issues not pinpointed

5	4	3	2	1
very useful				not useful at all
(1)	(1)		(1)	

X = 3.67
s.d.= 1.53

FORMAT (continued)

6. How important do you consider the graphic illustrations to the Guide's use?
Comments:

5	4	3	2	1
very important				very unimportant
(1)	(1)	(1)		

X = 4
s.d. = 0

7. How useful do you find the Helpful Notes Section of the Guide?
Comments:

5	4	3	2	1
very useful				not useful at all
(1)	(2)			

X = 4.33
s.d.= .58

8. How useful do you find the Additional Readings section of the Guide?
Comments:

5	4	3	2	1
very useful				not useful at all
	(2)	(1)		

X = 3.33
s.d.= 1.15

9. To what extent do you think the activities fall under appropriate categories (i.e., self, others, feelings)?
Comments:

5	4	3	2	1
very appropriate				very inappropriate
(2)	(1)			

X = 4.67
s.d.= .58

10. To what extent are the goals and objectives of each section helpful to you in understanding each section?
Comments:

5	4	3	2	1
very helpful				not helpful at all
(2)	(1)			

X = 4.67
s.d.= .58

IV. CLARITY OF THE TEXT

Directions: On the scale pertaining to each statement, circle the number which indicates your opinion. The middle number is a neutral response.

1. How well does the Guide explain the purposes of the various activities?
Comments:

Clear and concise

5	4	3	2	1
very well				very poorly
	(3)			

X = 4
s.d.= 0

2. How adequately do instructions for the various activities prepare you and the students for the Life Skills experiences you use?
Comments:

Perhaps a little more detail

5	4	3	2	1
very adequately				very inadequately
	(3)			

X = 4
s.d.= 0

3. How would you rate activity instructions in helping carry out the Life Skills experiences you choose?
Comments:

Like the related topics

5	4	3	2	1
very high				very low
(1)	(2)			

X = 4.33
s.d.= .58

4. How would you rate activity instructions in helping to bring the Life Skills experiences to a close?
Comments:

5	4	3	2	1
very high				very low
(1)	(1)	(1)		

X = 4
s.d.= 1

CLARITY OF THE TEXT (continued)

5. How feasible are the activities in the Guide for you to conduct in your classroom (e.g., the need for special props or groupings would decrease feasibility)?
Comments:

5	4	3	2	1
very feasible				very infeasible
	(3)			

X = 4
s.d. = 0

6. How relevant are the activities in the Guide for the needs and interests of your students?
Comments:

5	4	3	2	1
very relevant				very irrelevant
(1)	(1)	(1)		

Problems w/writing-reading skills

X = 4
s.d.= 1

7. How appropriate are the activities to the developmental level of your students (e.g., too advanced reading level for your students decreases your rating of appropriateness)?
Comments:

5	4	3	2	1
very appropriate				very inappropriate
(1)			(2)	

X = 3
s.d.= 1.73

8. How clear is the relationship between the four Life Skills strategies (Listening for Feeling, Behavior Feedback, Values Classification, Role Playing) and the activities presented in the Guide?
Comments:

5	4	3	2	1
very clear				very unclear
(1)	(2)			

X = 4.33
s.d = .58

V. ACTIVITIES

A.

1. How would you rank the importance of each of the Life Skills strategies listed below insofar as their use in the classroom is concerned? (rank 1-4, with 4 being most important)

		1	2	3	4
Listening for Feeling	X = 3.67 s.d.= .58			(1)	(2)
Behavior Feedback	X = 1.67 s.d.= .58	(1)	(2)		
Values Clarification	X = 2.67 s.d.= 1.53	(1)		(1)	(1)
Role Playing	X = 2.0 s.d.= .1	(1)	(1)	(1)	

2. How would you rate your frequency of use of each of the Life Skills strategies?

	Never	Seldom	Occassionally	Frequently	Continually	
	1	2	3	4	5	
Listening for Feeling			1		2	X =4.33 s.d.=1.15
Behavior Feedback				3		X = 4.0 s.d.=0
Values Clarification				2	1	X = 4.33 s.d.-.58
Role Playing		1	1	1		X =3.0 s.d.=1.0

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 15-18 years SELF 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
1		3-5 About Me (Who am I)	D M W I=1	M N I=1	L D=1	+ -=1			
2		Characteristics p.23	D M W I=2	M=1 N-1 I	L-2	+=1 -=1	1	2,5	
1	Self	Self-portraits	D M W I=1	M=1 N I	L=1 D	+=1 -			S
1		Deciding on a Career (1)	D M=1 W I	M N I=1	L=1 D	+ -	1		
1		About Me (4) p.19	D M W I=1	M N=1 I	L=1 D	+=1 -	1	2	
1		What do I want to Believe p.25	D M W I=1	M N=1 I	L=1 D	+=1 -	1	3	
1		Values & Facts (1) p.28	D M W I=1	M N I=1	L=1 D	+=1 -	1	4	
1		Accepting Yourself	D M=1 W I	M N=1 I	L=1 D	+=1 -		4	
1	Feelings	Promote a Positive Self Image	D=1 M W I	M N=1 I	L=1 D	+=1 -		5	S
1		People are Different	D M W=1 I	M N I=1	L=1 D	+=1 -		3	
	Others								

TOTAL	10 Activities	D	1	M	2	L	10	+	8
	11 responses	W	1	N	5	D	1	-	2
		M	2	I	4				
		I	6						

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 15-18 years FEELINGS 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
1	Self	All Feelings are Normal	D M W=1 I	M=1 N I=1	L=1 D	+ -=1			
1		We show feelings in many ways	D M W=1 I	M N=1 I	L=1 D	+=1 -		2	
2		Voting Exercise p.35	D M W=1 I=1	M N I=2	L=2 D	+=2 -	1	4,5	
2		Open-ended Sentences p.38	D M W=1 I=1	M=1 N=1 I	L=2 D	+ -=2		3	
1		Making Choices (1) p.39	D M W I=1	M N I=1	L=1 D	+=1 -	1	5	S
1		How do you feel	D M=1 W I	M=1 N I=1	L=1 D	+=1 -		1	
1		Inner Space	D M=1 W I	M N=1 I	L=1 D	+=1 -		3	
1		Personal Privacy Ck. (2)	D M W I=1	M=1 N I	L=1 D	+=1 -			
	Feelings								
	Others								

TOTAL 8 Activities
10 responses

D	1	M	4	L	10	+	7
W	4	N	3	D	0	-	1
M	2	I	5				
I	4						

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 15-18 years OTHERS 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
2		Problems in Comm. (1)	D M=1 W=1 I	M N I=2	L=2 D	+=2 -	1	5	S
1		Comm. Fails Because	D M W I=1	M N=1 I	L D=1	+ -=1			
1	Self	Listening (1)	D M=1 W I	M=1 N I	L D	+ -=1			
1		Role Play	D M W=1 1	M=1 N=1 I=1	L=1 D	+=1 -	1	4	
1		Self Eval. (1) 50	D M=1 W I	M N=1 I	L=1 D	+=1 -		4	
1		Pressure from Others	D M=1 W I	M N=1 I	L=1 D	+=1 -		2	
	Feelings								
	Others								

TOTAL 6 Activities
7 responses

D	0	M	2	L	5	+	5
W	2	N	4	D	1	-	2
M	4	I	3				
I	1						

Directions: The following steps are to be followed for each activity listed. Complete one column for all listed activities before beginning the second column.

STEP ONE - In the first column, marked F:

Write the letter D if you use this activity daily.
Write the letter W if you use this activity weekly.
Write the letter M if you use this activity monthly.
Write the letter I if you have used this activity less frequently.

STEP TWO - In the second column, marked M/N/I:

Write the letter M if you taught this activity as a part of a special, separate mini-course. You may have begun the day, or filled in an extra 30 minutes with it, or you do an activity at the end of lunch every day, etc.

Write the letter N if you taught this activity at a natural or teachable moment. This most often would occur when something happens in class that is related to one of the topics/activities in the Guide.

Write the letter I if you taught this activity as an integrated part of some subject. This would require structuring the activity so that the context of a lesson (e.g., history) and the process of the activity were integrated (e.g., how would you have felt as a member of Nixon's cabinet).

STEP THREE - In the third column, marked L-D:

Write the letter L after those activities that your students particularly liked.

Write the letter D after those activities that your students particularly disliked.

STEP FOUR - In the fourth column, marked +/-:

Write a + after an activity that you found to be professionally rewarding.

Write a - (negative) after an activity that was frustrating, threatening or problematic for you.

STEP FIVE: In the fifth column, marked V:

Write the letter V after those activities for which you have your own variation. This means you have changed some aspect of the activity to suit your class or subject area.

STEP SIX: In the sixth column, marked 1 - 5:

Rank from 1 to 5 your most favorite activities. Write the number 5 by the activity that you like the most, then write the number 4 by your next most favorite activity, and so on until you have ranked your 5 most preferred activities.

STEP SEVEN: In the seventh column, marked S:

Write the letter S after an activity that you have shared with another teacher. By shared we mean that you talked about your experience in using the activity.

VI. HELPFUL NOTES

Directions: This section of the questionnaire asks you to indicate the extent to which you use the suggestions provided at the beginning of the Guides. Circle the number indicating the amount of time you spend.

1 = Never, 2 = Seldom, 3 = Occassionally, 4 = Frequently,
5 = Always

	1	2	3	4	5	
1. When you use the activities to what extent to you spend at least one-half hour on an activity?			(1)	(2)		X = 3.67 s.d.= .58
2. When you use the activities to what extent do you allow time for discussion as part of the activity?				(2)	(1)	X = 4.33 s.d.= .58
3. When you use the activities to what extent do you discuss the process and purposes of the activity before beginning the activity?			(1)	(1)	(1)	X = 4.0 s.d.= 1.0
4. When you use the activities to what extent do you post a list of simple rules which the class agrees to follow?		(1)		(2)		X = 3.33 s.d.= 1.15
5. When you use the activities to what extent do you participate in the activities?				(2)	(1)	X = 4.33 s.d.= .58
6. When you use the activities to what extent do you explain to students that they do not have to share their opinion or feelings if they do not want to?				(1)	(2)	X = 4.67 s.d. = .58
7. When you use the activities to what extent do you raise questions to encourage the students to reflect on what has occurred during the activity and what they have learned?			(1)	(1)	(1)	X = 4.0 s.d.= 1.0

HELPFUL NOTES (continued)

		1	2	3	4	5
8.	When you use the activities to what extent do you conclude each activity with a summary activity (e.g., complete "I learned" statements . . .)?	1	2	3 (2)	4 X = 3.67 s.d.= 1.15	5 (1)
9.	In general, to what extent would you estimate that you use the Life Skills Activities in some way in your classroom?	1	2	3	4 (3) X = 4 s.d.= 0	5

Comments:

VII. ANECDOTES

Directions: In this section of the questionnaire we are interested in learning about specific incidents that you have experienced. Space has been provided after each question for you to describe a specific situation. Answer only those items applicable to your experience, and include both positive and negative experiences.

1. Would you describe one or more occasions when you used an activity as a separate piece or series of pieces (e.g., mini-course).

   - Used activities to enable students to learn more about each other.
   - Used the voting exercises often - sometimes just to estimate the tone of the class.

2. Would you describe one or more occasions when an activity was used because of a natural event (teachable moment) in your classroom.

   1. When discussing scientific methodologies I use "values & facts"
   2. When students fail to follow instructions in biology lab & use "communication activity".
   3. "Communication Fails Because" was used after a fight between 2 girls in the class.

ANECDOTES (continued)

3. Would you describe one or more occasions when an activity was used as part of a regular lesson plan in your content area (e.g., science).

When discussing foods in class I use voting exercise and foods and you/ See #1.

4. Can you describe some effects that one or more specific activities had on your class. (e.g., you enjoy teaching more, you have fewer discipline problems, the students work better together, etc.) Attempt to connect the effect you have observed with an activity or series of activities.

- Students seemed to have more respect for each other.
- I have a more personal relationship w/the students as a result of listening to and talking with them.
- In most of my classes - I noticed a more trusting/open environment. Students are more willing to articulate feelings and thoughts, greater recognition and tolerance of similarities and differences of people. All the activities had an effect because they were all integrated into the curriculum.

5. If you were to recommend any changes in the Life Skills Activities Guides, what would they be?

   - Better index - indication of contents.
   - An index
   - More subject related activities.
   - More follow through questions.
   - An index.
   - More activities that don't depend on writing and reading skills.

I Learned Statements　　Level 15 - 18 years　　3 Teachers

I learned that the activities I used the most, we all enjoyed the most.

I learned that the exercises that had the most active involvement were most enjoyable (e.g., role play).

I learned that a negative response was after the result of highly explosive situations in class.

I learned that I varied most of the activities to fit my situation. I discovered I didn't use any role play activities.

I discovered that I was using life skills activities almost daily.

I learned that I should have had this course years ago.

I learned that students can think positively about negative things.

TABULATED RESULTS
OF ALL FOUR LEVELS
COMBINED

ALL LEVELS

EVALUATION PANEL

LIFE SKILLS FOR MENTAL HEALTH PROGRAM

October 28, 1978

Macon, Georgia

Name ______________________ Sex __________

Address (Business) ______________________

______________________ Phone: __________

(Home) ______________________

______________________ Phone: __________

School System 7 school systems represented: Spalding 2; Butts 2; Atlanta 2, Bibb 4; Turner 1; Fayette 1; Worth 1;

Subject/Specialty Area Early Childhood-4, SLD-1, Gifted-1, Math-1, English-1, Art-1, Choral Music-1, Science-2, Social Studies-1.

Grade Level K - 12

Levels of Leader's Guide Used All levels represented

Age 2 under 25 8 25-34 3 35-45 ____ over 45

Education 6 B.A.; 3 B.S.; 2 M.A.; 2 M.Ed. degree

Years Experience in Present Field 7-less than 3 years; 3 between 4 & 10 years; 3 greater than 10 years

Date Trained in Life Skills Program all between 9/77 & 3/78

Where Trained in Life Skills Program ______________________

Why did you decide to participate in the Life Skills Training?

interesting; self-growth; help w/students; staff development and college credit; release time; free; chosen by principal.

____

____

Your cooperation and participation in this Panel session is greatly appreciated. The views and opinions of the practitioners in education are critical to the implementation of any innovative program. Your involvement in this effort at evaluation of the Life Skills Guides will provide information essential to the future quality and utility of the Guides.

I. OVERALL PROGRAM USE

(1) How did you initially use the Life Skills Activities Guides in the classroom?

Summarized by level of Guide.

(2) How do you use the Guides now in the classroom?

Some activities are used routinely, usually to "break the ice" with new classes. Other skills and activities are used at appropriate moments.

(3) Where do you keep your copy of the Guides?

All the teachers kept the Guides in the classroom, briefcase, or in a convenient place at home.

OVERALL PROGRAM USE (continued)

(4) What kinds of problems have you encountered in implementing the Guides?

Summarized by level of Guide.

(5) What have been the reactions of students, parents and other teachers to your use of the Guides?

Students enjoy the activities.
Parents are not aware.
Other teachers are interested and sometimes skeptical.

(6) How would you evaluate the overall benefits derived by students from the activities in the Guides?

The activities are fun.
Students are more open and willing to share feelings.
More accepting of others' feelings and differences.
Helps build self-concept and self confidence.

II. RATIONALE

Directions: This section of the questionnaire asks you to indicate the extent to which you agree or disagree with various basic assumptions upon which this program is based. Circle the number indicating your opinion.

5 = strongly agree, 4 = agree, 3 = no opinion, 2 = disagree,
1 = strongly disagree

1. The school is a partner in fostering a child's total growth (i.e., emotional as well as cognitive). 5 4 3 2 1
X = 4.85
s.d. = .38
Comments:

2. It is appropriate to spend time during the school day to help kids learn about themselves and explore situations they are likely to face in life. 5 4 3 2 1
X = 4.77
s.d. = .44
Comments:

3. The rapid change and high mobility in our society has made it difficult for young people to understand themselves and others and to develop a clear set of values. 5 4 3 2 1
X = 4.38
s.d.= 1.12
Comments:

RATIONALE (continued)

4. Many young people have a hard time understanding or expressing their feelings productively.
Comments:

5 4 3 2 1

X = 4.69
s.d.= .48

5. It is important for kids to respect the needs and feelings of others as important and to develop satisfying interpersonal relationships.
Comments:

5 4 3 2 1

X = 4.92
s.d.= .28

6. What I do with Life Skills in the classroom is different from what counselors do with individual students who have problems.
Comments:

5 4 3 2 1

X = 3.54
s.d.= 1.2

III. FORMAT

Directions: On the scale pertaining to each statement, circle the number which indicates your opinion. The middle number is a neutral response.

1. How artistically appealing is the Guide to you?
Comments:

5 4 3 2 1
very appealing — very unappealing

X = 3.46
s.d.= .88

2. How well do you think the various sections of the Guide fit together?
Comments:

5 4 3 2 1
very well — not well at all

X = 3.77
s.d. = .73

3. How easy is it for you to find activities you want in the Guide?
Comments:

5 4 3 2 1
very easy — very difficult

X = 2.46
s.d.= .66

4. How appropriate do you find the order of presentation of materials in the Guide?
Comments:

5 4 3 2 1
very appropriate — very inappropriate

X = 3.77
s.d.= 1.01

5. How useful do you find the Guide's Table of Contents in finding areas you wish to use?
Comments:

5 4 3 2 1
very useful — not useful at all

X = 3.08
s.d.= 1.12

6. How important do you consider the graphic illustrations to the Guide's use?
Comments:

5 4 3 2 1
very important — very unimportant

X = 3.23
s.d. = 1.01

7. How useful do you find the Helpful Notes Section of the Guide?
Comments:

5 4 3 2 1
very useful — not useful at all

X = 4.62
s.d.= .51

8. How useful do you find the Additional Readings section of the Guide?
Comments:

5 4 3 2 1
very useful — not useful at all

X = 3.54
s.d.= .97

9. To what extent do you think the activities fall under appropriate categories (i.e., self, others, feelings)?
Comments:

5 4 3 2 1
very appropriate — very inappropriate

X = 4.08
s.d.= .95

10. To what extent are the goals and objectives of each section helpful to you in understanding each section?
Comments:

5 4 3 2 1
very helpful — not helpful at all

X = 4.38
s.d.= .51

IV. CLARITY OF THE TEXT

Directions: On the scale pertaining to each statement, circle the number which indicates your opinion. The middle number is a neutral response.

1. How well does the Guide explain the purposes of the various activities?
Comments:

5	4	3	2	1
very well				very poorly

X = 4.38
s.d.= .65

2. How adequately do instructions for the various activities prepare you and the students for the Life Skills experiences you use?
Comments:

5	4	3	2	1
very adequately				very inadequately

X = 4.00
s.d.= .91

3. How would you rate activity instructions in helping carry out the Life Skills experiences you choose?
Comments:

5	4	3	2	1
very high				very low

X = 4.15
s.d.= .9

4. How would you rate activity instructions in helping to bring the Life Skills experiences to a close?
Comments:

5	4	3	2	1
very high				very low

X = 4.15
s.d.= 1.82

CLARITY OF THE TEXT (continued)

5. How feasible are the activities in the Guide for you to conduct in your classroom (e.g., the need for special props or groupings would decrease feasibility)?
Comments:

5 4 3 2 1
very feasible — very infeasible

X = 4.15
s.d.= .55

6. How relevant are the activities in the Guide for the needs and interests of your students?
Comments:

5 4 3 2 1
very relevant — very irrelevant

X = 4.46
s.d.= .78

7. How appropriate are the activities to the developmental level of your students (e.g., too advanced reading level for your students decreases your rating of appropriateness)?
Comments:

5 4 3 2 1
very appropriate — very inappropriate

X = 4.15
s.d.= 2.73

8. How clear is the relationship between the four Life Skills strategies (Listening for Feeling, Behavior Feedback, Values Classification, Role Playing) and the activities presented in the Guide?
Comments:

5 4 3 2 1
very clear — very unclear

X = 4.08
s.d.= 1.04

V. ACTIVITIES

A.

1. How would you rank the importance of each of the Life Skills strategies listed below insofar as their use in the classroom is concerned? (rank 1-4, with 4 being most important)

Listening for Feeling	X = 3.46 s.d.= .97
Behavior Feedback	X = 3.23 s.d.= 2.83
Values Clarification	X = 2.92 s.d. =2.06
Role Playing	X = 2.46 s.d.= 3.07

2. How would you rate your frequency of use of each of the Life Skills strategies?

	Never 1	Seldom 2	Occassionally 3	Frequently 4	Continually 5
Listening for Feeling	____	____	____	X = 4.38 s.d.= .65	____
Behavior Feedback	____	____	____	X = 4.08 s.d.= .49	____
Values Clarification	____	____	____	X = 3.85 s.d.= .69	
Role Playing	____	____	____	____	X = 4.85 s.d.= 2.79

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 5-8 years SELF 4 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
4	Self	All About Me Folder p. 17	D M W=1 I=3	M=4 N I	L=4 D	+=4 -	4	1,5;5,1	SSSS
2		VIP Week p. 17	D M W=1 I=1	M=2 N I	L=2 D	+=2	11		
2		Why I like Being Me p. 18	D M=1 W I=1	M=2 N I	L=1 D=1	+=1 -	11	1	
3		Name Tag p. 18	D M W I=3	M=3 N I	L-3 D	+=3 -	111	4,3	SSS
3		Is Anyone Like Me p. 19	D M W I=3	M=3 N I	L=3 D	+=3 -	1	2,4	SS
2		I am Always Changing p.19	D M W I=2	M=2 N I	L=2 D	+=1 -=1		3	S
2	Feelings	Unique Me	D M=1 W I=1	M=2 N I	L=2 D	+=2 -	1	2	
1		Self Image p. 1	D M W I=1	M=1 N I	L=1 D	+=1 -	1		
1		All About Me Info Sheet	D M W I=1	M=1 N I	L=1 D	+=1 -	1	4	S
1		Importance to Class	D M W I=1	M=1 N I	L D	+=1 -	1		
1		Choosing for Myself	D M W I=1	M=1 N I	L D	+=1 -			
	Others								

TOTAL = 11 Activities
22 responses

D	0	M	22	L	19
W	2	N	0	D	1
I	18	I	0		
M	2				

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 5-8 years FEELINGS 4 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
3		Fear p. 29	D M W I=3	M=3 N I	L=1 D	+=3 -	1		S
4		Joy p. 29	D M W I=4	M=3 N I=1	L=3 D	+=2 -	111		
3	Self	Love p. 30	D M W I=3	M=3 N I	L-3 D	+=2 -		1	
2		Jealousy p. 30	D M W I=2	M=2 N I	L=1 D	+=2 -	1		
1		Anger p. 31	D M W=1 I=1	M-1 N I=1	L-2 D	+=1 -	1		
2		Showing Feelings p. 26	D M=2 W I	M N=1 I=1	L=2 D	+=2 -	1		
2		Feeling & Body p. 28	D M W I=2	M=1 N I=1	L=1 D	+=2 -			S
2		What are Feelings p. 25	D M=1 W=1 I	M=2 N I	L=2 D	+=1 -=1	1	3,4	SS
1	Feelings	Sentences w/Feeling	D M W=1 I	M=1 N I	L-1 D	+ -=1	1	2	
1		Crying	D M W I=1	M=1 N I	L=1 D	+=1 -			
		Feelings in Here & Now p25	D M=1 W I	M-1 N I	L=1 D	+=1 -	1	4	
	Others								

TOTAL 11 Activities
21 responses

D 0	M 18	L 18
M 4	N 1	D 0
W 3	I 4	
I 16		

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 5-8 years OTHERS 4 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
4	Self	Reasons for Rules p. 35	D M W=3 I=1	M=2 N=2 I	L=3 D	+=4 -			SS
3		Schools w/o Rules p. 35	D M W I=3	M=1 N=2 I	L=3 D	+=2 -=1	1		SS
3		Sharing I p. 36	D M=1 W I-2	M=1 N=1 I-1	L=2 D	+=2 -	11	3	S
2		Taking Turns p. 37	D M-1 W=1 I	M-1 N-1 I	L=2 D	+=2 -			
2		Family p. 38	D M W I-2	M=2 N I	L=2 D	+=2 -	1	5	S
1		Being New p. 38	D M W I=1	M N=1 I	L=1 D	+=1 -	1		
2	Feelings	Tattling p. 42	D M W=1 I-1	M=2 N I	L=2 D	+=2 -			
1		Is Telling Always Talling	D M W I=1	M=1 N I	L=1 D	+=1 -			
1		Sharing II p. 36	D M=1 W I	M N I=1	L=1 D	+=1 -	1		
1		Game w/o Rules p. 35	D M W I=1	M N=1 I	L=1 D	+ -=1	1		
1		Setting Rules	D M=1 W I	M N-1 I	L=1 D	+=1 -	1		S
1		Parents are People p. 45	D M W I=1	M=1 N I	L=1 D	+=1 -		2	S
1	Others	Friendship p. 47	D M W I=1	M=1 N I	L=1 D	+=1 -		5	

TOTAL 13 Activities
23 responses

D	0	M	12	L	21
W	5	N	9	D	0
M	4	I	2		
I	14				

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 9-11 years SELF 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
3		All About Me Folder p.17	D=1 M=1 W I=1	M=1 N I	L=1 D=1	+=1 -=1	11	5	S
1		Self Portrait College p.17	D=1 M W I	M=1 N I	L=1 D	+=1 -	1	4	S
1	Self	Midnight Pony p. 20	D M W I=1	M N I=1	L=1 D	+ -=1			
1		The Real Me p. 20	D M W I=1	M N=1 I	L=1 D	+=1 -			
2		p. 17 Personality in a Package	D M W I=2	M=2 N I	L=2 D	+=2 -	1		
1		The Different Mes p. 23	D M=1 W I	M N I=1	L=1 D	+ -=1			
2		Why I Like Being Me	D M W I=2	M=2 N I	L=2 D	+=2 -		2	SS
2		Ad for Myself p. 18	D M W I=2	M=2 N I	L=2 D	+=2 -		3	SS
1	Feelings	Responsibility p.25	D M W I=1	M=1 N I	L=1 D	+=1 -			
1		On Your Own p. 25	D M W I=1	M=1 N I	L=1 D	+=1 -		5	S
	Others								

TOTAL 10 Activities
15 responses

D 2	M 11	L 13	+
W 0	N 1	D 1	-
M 2	I 2		
I 11			

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 9-11 years FEELINGS 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
2	Self	Anger	D M=1 W I=1	M=1 N=1 I	L=2 D	+=2 -	1	2	
1		Sharing Anger p. 36	D M W I=1	M=1 N I	L=1 D	+=1 -			
2		Open-Ended Sentences p.37	D M W I=2	M=1 N I=1	L=2 D	+=2 -		33	5
1		Fighting p. 36	D M W I=1	M=1 N I	L=1 D	+=1 -			
1		Worries	D M=1 W I	M N=1 I	L=1 D	+=1 -	1	1	
1		Accepting Feelings	D M W=1 I	M N=1 I	L=1 D	+=1 -	1		
1	Feelings	How Do You Show Feelings	D M W=1 I	M N=1 I	L=1 D	+=1 -	1		
1		Analyzing Mood Picture	D M W=1 I	M N=1 I	L=1 D	+=1 -		2	
	Others								

TOTAL 8 Activities
10 responses

D 0
W 3
M 2
I 5

M 2
I 5

M 4
N 5
I 1

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 9-11 years OTHERS 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
1		Divorce p. 45	D M W I=1	M N=1 I	L=1 D	+=1 -			S
1		Once Upon a Time - Divorce p. 45	D M W I=1	M N=1 I	L=1 D	+=1 -			S
1	Self	Name Tag Exercise	D M W I=1	M=1 N=1 I	L=1 D	+=1 -	1	5	S
2		Wanted: A Friend p. 48	D M W I=2	M=2 N=1 I	L=2 D	+=2 -		4	SS
2		How Not To Be a Friend 48	D M W I=2	M=2 N=1 I	L=2 D	+=2 -		4	S
2		What is Friendship	D M W I=2	M=2 N=2 I	L=2 D	+=2 -	1	1	
1		What do Friends Do?	D M W I=1	M=1 N=1 I	L=1 D	+=1 -			
1		Favorite Character	D M W I=1	M=1 N I	L=1 D	+=1 -			S
1	Feelings	Sterotyping p. 48	D M W I=1	M=1 N I	L=1 D	+=1 -			
1		Bullying p. 53	D M W I=1	M=1 N I	L=1 D	+=1 -			
	Others								

TOTAL 10 Activities
13 responses

D	0	M	11
W	0	N	8
M	0	I	0
I	13		

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 12-14 years SELF 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
1	Self	I am Somebody p.18	D M W I=1	M N I=1	L=1 D	+=1 -	1	2	
2		Self Concept(2), #1 p.19	D=1 M W I=1	M N=2 I=2	L=2 D	+=2 -	1		S
1		Influencing(2) #1 p.21	D M W I=1	M N=1 I=1	L D=1	+ -=1			
1		Reincarnation(2) p. 17	D M W I=1	M N=1 I	L=1 D	+=1 -			
1		Self Confidence Eval. p17	D M W I=1	M=1 N I	L=1 D	+=1 -		2	
1		Goals & Self Concept p.20	D M W I=1	M=1 N=1 I	L D	+ -	1		
1	Feelings	p.21 Affecting Someone Else	D M=1 W I	M=1 N=1 I	L D	+ -			
1		Values & Facts(1&2) p.22	D M W=1 I	M=1 N I	L=1 D	+=1 -			
1		Who Counts the Most p.22	D M W I=1	M=1 N I	L D=1	+ -=1			
1		What Influences Your Choice p.24	D M W I=1	M=1 N I	L D	+ -			
1		Who am I? Different Mes.	D M=1 W I	M N I=1	L=1 D	+ -=1			
1		p.21 Self Concept in Classroom	D=1 M W I	M N=1 I=1	L=1 D	+=1 -	1	5	S
1	Others	Decision Making	D M W=1 I	M N=1 I	L D	+ -=1			
1		I Think I've Changed	D M=1 W I	M N=1 I=1	L=1 D	+=1 -			S

TOTAL	14 Activities	D 2	M 6	L 9	+ 8
	15 responses	W 2	N 9	D 2	- 4
		M 3	I 7		
		I 8			

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 12-14 years FEELINGS 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
3	Self	p.30 Influences of Emotions	D=1 M W I=2	M=2 N=3 I	L=2 D	+=2 -	2	3	
2		Here & Now Feelings p.30	D=1 M W=1 I	M N=2 I=1	L=1 D	+=1 -	1	4	
1		Anxiety & Security	D M=1 W I	M N=1 I	L=1 D	+=1 -		2	S
1		Handling Stress	D M W=1 I	M N=1 I	L D	+=1 -	1		
1		Inner Space	D M W I=1	M N=1 I	L D	+=1 -			
2		How do you feel? p.29	D M W I=2	M=1 N=1 I=1	L=1 D	+=1 -	1	4	S
2	Feelings	Sources of Stress p.32	D M W I=2	M=1 N=1 I=1	L=1 D=1	+=1 -=1			
1		p.35 Role Play Stressful Sit	D M=1 W I	M=1 N=1 I	L=1 D	+=1 -	1	1	S
1		Dear Abby p.35	D M W I=1	M=1 N I	L=1 D	+=1 -		5	S
1		Do This, Do That p.32	D M W I=1	M N I=1	L D=1	+=1 -	1	5	
1		Success & Failure p.34	D M W I=1	M N I=1	L=1 D	+=1 -	1		
	Others								

TOTAL 11 Activities
16 responses

D 2
W 2
M 2
I 10

M 6
N 11
I 5

L 9
D 0

+ 12
- 1

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 15-18 years SELF 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
1		3-5 About Me (Who am I)	D M W I=1	M N I=1	L D=1	+ -=1			
2		Characteristics p.23	D M W I=2	M=1 N-1 I	L-2	+=1 -=1	1	2,5	
1	Self	Self-portraits	D M W I=1	M=1 N I	L=1 D	+=1 -			S
1		Deciding on a Career (1)	D M=1 W I	M N I=1	L=1 D	+ -	1		
1		About Me (4) p.19	D M W I=1	M N=1 I	L=1 D	+=1 -	1	2	
1		What do I want to Believe p.25	D M W I=1	M N=1 I	L=1 D	+=1 -	1	3	
1		Values & Facts (1) p.28	D M W I=1	M N I=1	L=1 D	+=1 -	1	4	
1		Accepting Yourself	D M=1 W I	M N=1 I	L=1 D	+=1 -		4	
1	Feelings	Promote a Positive Self Image	D=1 M W I	M N=1 I	L=1 D	+=1 -		5	S
1		People are Different	D M W=1 I	M N I=1	L=1 D	+=1 -		3	
	Others								

TOTAL 10 Activities
11 responses

D	1	M	2	L	10	+	8
W	1	N	5	D	1	-	2
M	2	I	4				
I	6						

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 15-18 years FEELINGS 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
1		All Feelings are Normal	D M W=1 I	M=1 N I=1	L=1 D	+ -=1			
1		We show feelings in many ways	D M W=1 I	M N=1 I	L=1 D	+=1 -		2	
2	Self	Voting Exercise p.35	D M W=1 I=1	M N I=2	L=2 D	+=2 -	1	4,5	
2		Open-ended Sentences p.38	D M W=1 I=1	M=1 N=1 I	L=2 D	+ -=2		3	
1		Making Choices (1) p.39	D M W I=1	M N I=1	L=1 D	+=1 -	1	5	S
1		How do you feel	D M=1 W I	M=1 N I=1	L=1 D	+=1 -		1	
1		Inner Space	D M=1 W I	M N=1 I	L=1 D	+=1 -		3	
1		Personal Privacy Ck. (2)	D M W I=1	M=1 N I	L=1 D	+=1 -			
	Feelings								
	Others								

TOTAL 8 Activities D 1 M 4 L 10 + 7

10 responses W 4 N 3 D 0 - 1

M 2 I 5

I 4

ACTIVITIES (continued)

B.

Directions: On the form below, list ten to fifteen activities which you have tried from the Guide. Please leaf through the Guide to refresh your memory. After you have listed the activities, turn to the next page for further instructions.

Level of Guide 15-18 years OTHERS 3 Teachers

		ACTIVITY (Title and page)	F D-W-M-I	M/N/I	L-D	+/-	V	1 - 5	5
2		Problems in Comm. (1)	D M=1 W=1 I	M N I=2	L=2 D	+=2 -	1	5	S
1		Comm. Fails Because	D M W I=1	M N=1 I	L D=1	+ -=1			
1	Self	Listening (1)	D M=1 W I	M=1 N I	L D	+ -=1			
1		Role Play	D M W=1 1	M=1 N=1 I=1	L=1 D	+=1 -	1	4	
1		Self Eval. (1) 50	D M=1 W I	M N=1 I	L=1 D	+=1 -		4	
1		Pressure from Others	D M=1 W I	M N=1 I	L=1 D	+=1 -		2	
	Feelings								
	Others								

TOTAL 6 Activities
7 responses

D	0	M	2	L	5	+	5
W	2	N	4	D	1	-	2
M	4	I	3				
I	1						

ACTIVITIES (continued)

Directions: The following steps are to be followed for each activity listed. Complete one column for all listed activities before beginning the second column.

STEP ONE - In the first column, marked F:

Write the letter D if you use this activity daily.
Write the letter W if you use this activity weekly.
Write the letter M if you use this activity monthly.
Write the letter I if you have used this activity less frequently.

STEP TWO - In the second column, marked M/N/I:

Write the letter M if you taught this activity as a part of a special, separate mini-course. You may have begun the day, or filled in an extra 30 minutes with it, or you do an activity at the end of lunch every day, etc.

Write the letter N if you taught this activity at a natural or teachable moment. This most often would occur when something happens in class that is related to one of the topics/activities in the Guide.

Write the letter I if you taught this activity as an integrated part of some subject. This would require structuring the activity so that the context of a lesson (e.g., history) and the process of the activity were integrated (e.g., how would you have felt as a member of Nixon's cabinet).

STEP THREE - In the third column, marked L-D:

Write the letter L after those activities that your students particularly liked.

Write the letter D after those activities that your students particularly disliked.

STEP FOUR - In the fourth column, marked +/-:

Write a + after an activity that you found to be professionally rewarding.

Write a - (negative) after an activity that was frustrating, threatening or problematic for you.

STEP FIVE: In the fifth column, marked V:

Write the letter V after those activities for which you have your own variation. This means you have changed some aspect of the activity to suit your class or subject area.

STEP SIX: In the sixth column, marked 1 - 5:

Rank from 1 to 5 your most favorite activities. Write the number 5 by the activity that you like the most, then write the number 4 by your next most favorite activity, and so on until you have ranked your 5 most preferred activities.

STEP SEVEN: In the seventh column, marked S:

Write the letter S after an activity that you have shared with another teacher. By shared we mean that you talked about your experience in using the activity.

VI. HELPFUL NOTES

Directions: This section of the questionnaire asks you to indicate the extent to which you use the suggestions provided at the beginning of the Guides. Circle the number indicating the amount of time you spend.

1 = Never, 2 = Seldom, 3 = Occassionally, 4 = Frequently,
5 = Always

1. When you use the activities to what extent to you spend at least one-half hour on an activity? 1 2 3 4 5
X = 3.54
s.d.= 1.05

2. When you use the activities to what extent do you allow time for discussion as part of the activity? 1 2 3 4 5
X = 4.54
s.d.= .52

3. When you use the activities to what extent do you discuss the process and purposes of the activity before beginning the activity? 1 2 3 4 5
X = 3.92
s.d.= 1.19

4. When you use the activities to what extent do you post a list of simple rules which the class agrees to follow? 1 2 3 4 5
X = 3.85
s.d.= .90

5. When you use the activities to what extent do you participate in the activities? 1 2 3 4 5
X = 4.31
s.d.= .75

6. When you use the activities to what extent do you explain to students that they do not have to share their opinion or feelings if they do not want to? 1 2 3 4 5
X = 4.46
s.d.= .66

7. When you use the activities to what extent do you raise questions to encourage the students to reflect on what has occurred during the activity and what they have learned? 1 2 3 4 5
X = 4.23
s.d.= .73

HELPFUL NOTES (continued)

8. When you use the activities to what extent do you conclude each activity with a summary activity (e.g., complete "I learned" statements . . .)?   1   2   3   4   5

X = 3.92
s.d.= .64

9. In general, to what extent would you estimate that you use the Life Skills Activities in some way in your classroom?   1   2   3   4   5

X = 4.0
s.d.= .58

Comments:

VII. ANECDOTES

Directions: In this section of the questionnaire we are interested in learning about specific incidents that you have experienced. Space has been provided after each question for you to describe a specific situation. Answer only those items applicable to your experience, and include both positive and negative experiences.

1. Would you describe one or more occasions when you used an activity as a separate piece or series of pieces (e.g., mini-course).

   Summarized by level of Guide.

2. Would you describe one or more occasions when an activity was used because of a natural event (teachable moment) in your classroom.

   Summarized by level of Guide.

3. Would you describe one or more occasions when an activity was used as part of a regular lesson plan in your content area (e.g., science).

   Summarized by level of Guide.

4. Can you describe some effects that one or more specific activities had on your class. (e.g., you enjoy teaching more, you have fewer discipline problems, the students work better together, etc.) Attempt to connect the effect you have observed with an activity or series of activities.

   Summarized by level of Guide.

ANECDOTES (continued)

5. If you were to recommend any changes in the Life Skills Activities Guides, what would they be?

Summarized by level of Guide.

I Learned Statements Level 5-8 years 4 Teachers

I learned that I used variations with most of my favorite activities.

I learned that this year I used the Self unit more.

I learned that my students liked all the activities we did together. They enjoy expressing their feelings.

I discovered that most all the activities were rewarding to me and my students. They had a better feeling about themselves.

I learned more about my students. (their personal lives)

I learned to listen to my children and not judge what they said.

I was surprised how rewarding the activities could be.

I was pleased with how much fun we had.

I was amazed how some children learned to express themselves more effectively.

I was surprised to learn that I used variations with most of the activities.

I learned that my most favorite activities were the ones I had developed into a mini-course.

I learned that I need to use more activities daily.

I Learned Statements Level 9-11 years 3 Teachers

The feelings of what I used to do when I was little were some of the expressive feelings that some of the children had.

I learned that all of the activities used in the classes helped me to understand my students individually. Each activity made me aware of a special need or helped me to understand my pupils.

I was surprised at the many insights gained during the first week of school. Getting to know the pupils, likes, dislikes, hobbies etc.

I learned that participants in Life Skill activities become more active as participants in subject classes, and talk freely with the teacher about self and feelings.

I learned that pupils will express true feelings and are frank while role playing.

I learned that most of the activities I like, my students do too.

I learned that the one activity I disliked and was frustrating to me, was also disliked and frustrating to my children.

I was surprised that most of my activities center around Others.

I learned that I varied all of my "feelings" activities.

I learned that I had a professionally rewarding experience with all but one activity.

I was surprised to see that most of my "others" activities were used at the moment of need rather than just exclusively for mini-course.

I Learned Statements Level 12 - 14 years 3 Teachers

I learned I didn't use enough activities.

I learned I don't do these activities as often as I should.

I learned I tended to steer away from activities dealing with Interpersonal relationships.

I learned that my stendents liked the drama filled exercises.

I learned that my students liked the same activities I did.

I learned that I used most of the exercises in more than one way.

I learned that my classes have done most of the activities.

I learned that the kids liked the activities that were the immediate answer to a problem.

I learned that my kids accept themselves when they do not feel the need to defend themselves.

I learned that these activities help the kids get down to business. After the air has been cleared, they flew into the teaching atmosphere and were not distracted.

I Learned Statements　　Level 15 - 18 years　　3 Teachers

I learned that the activities I used the most, we all enjoyed the most.

I learned that the exercises that had the most active involvement were most enjoyable (e.g., role play).

I learned that a negative response was after the result of highly explosive situations in class.

I learned that I varied most of the activities to fit my situation. I discovered I didn't use any role play activities.

I discovered that I was using life skills activities almost daily.

I learned that I should have had this course years ago.

I learned that students can think positively about negative things.